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ABSTRACT

Developed for vocational educators as a self-study guide or as a basis for inservice workshops, this source book presents information on sex fair education. Each of the six sections contains fact sheets and references, and some contain checklists, guidelines or rating sheets, and highlighted questions and activities which may be used for individual or group activities. Sections are titled as follows: (1) Why Expanded Roles Are Needed (negative effects of stereotyping, the changing labor force, and the changing family); (2) Vocational Education's Challenge (role expectations in relation to title IX and title II legislation); (3) How Stereotyping Affects Teachers and Students; (4) How Vocational Education Materials Can Influence Role Expectations (sexism in language, textbooks, audiovisual materials, vocational information, and tests); (5) Teaching for Expanded Roles (selected classroom activities); and (6) Additional Resources (books, articles, audio-visual materials, and a list of organizations providing information about sex bias). (BL)

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Expanding Adolescent Role Expectations. Information, Activities, Resources for Vocational Educators

Developed
by

Community Service Education Department
New York State College of Human Ecology
a Statutory College of the State University
Cornell University, Ithaca

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Many people have contributed to the development and preparation of the contents of the source book. Vocational teachers who served as consultants and who were extensively involved in developing, critiquing and using the materials include: Jeanne Dumont Conlon, Walter Depeu, Daryle Foster, James Green, Donald Henry, J. Chris Huston, Aiden Payne and Jean Snyder.

Though too numerous to mention by name, many other vocational teachers generously contributed their ideas and suggestions and reviewed the materials as did several New York State College of Human Ecology faculty members at Cornell. Various members of the project staff have had major responsibilities in developing, writing and producing the source book. Though helping with many other tasks, Sally Wilson worked extensively on the section dealing with vocational education materials and Doris Locke developed the section on the teaching activities. Janice Hazeltine assisted with almost all aspects of producing the source book; Sandra Winkley and Suzan Schatz made important contributions on many aspects of the work; Kevin Donovan was editor and consultant on style and format, and Suzette Payne typed the final manuscript.

All who have been involved in the development of the source book share the sincere hope that this publication, despite its limitations, will serve as an initial stimulus and resource for New York State vocational teachers as they prepare young people for assuming expanding work and family roles in an ever-changing society.

Charlotte J. Farris
Assistant Professor
Project Director
Department of Community
Service Education
September, 1977

DEVELOPED IN COOPERATION WITH

THE OFFICE OF OCCUPATIONAL AND CONTINUING EDUCATION

NEW YORK STATE EDUCATION DEPARTMENT

ALBANY, NEW YORK

PREFACE

Most adults assume a variety of everyday roles. This source book deals with how and why some of these roles are changing and expanding in today's society, how sex stereotyping affects different roles, and how vocational educators can help adolescents realize that they no longer have to be limited by sex-role stereotyping in their career and family expectations.

WHAT ARE "EXPANDED ROLE EXPECTATIONS?"

If you were to respond to the question "who am I?" several times, you would identify the variety of roles you assume in everyday life. You might describe yourself as "husband", "parent", "teacher", "counselor", "auto mechanic", "electrician", "nurse", "homemaker", "home owner", "son", "daughter", "community leader", etc. As adults we assume many different roles, and these roles change during our lifetimes. Traditionally, some of these roles have been limited to one sex.

In today's society, roles are rapidly changing. The roles men and women can and need to assume are expanding. The word "expanded" is used in this source book to describe perceptions that are not limited by traditional sex-role stereotypes. An expanded expectation allows an individual to consider an occupational role ordinarily assummed by a member of the other sex.

By reducing or eliminating the affect of sex stereotyping on young people's perceptions of themselves and others, they can view various work and family activities as appropriate for human beings rather than categorizing activities according to stereotyped expectations. Liberating humans from role stereotypes does not mean that all women should have careers, that all men should help with housework, or that motherhood and being a housewife is bad. Liberating people from sex-stereotyped expectations for themselves and others can allow members of both sexes to choose and participate in career and family activities according to their own needs and interests.

WHY TEACH FOR EXPANDED ROLES?

At present, the roles for one-half of the population are changing more rapidly than the roles for the other half; role choices, activities and responsibilities are expanding faster for women than for men. The growing number of women in the labor force and as heads of households demonstrates that women are assuming roles which they had not previously assumed. In constrast, studies indicate most men do not view their roles as expanding and that they frequently do not feel they have an increasing number of choices or opportunities.

Whenever there are major changes in a significant number of people's lives, as with the expanding roles for today's women, but without adaptive or complementary changes in the lives of others, an imbalance in the ecology of human relations is created. This imbalance causes conflicts, stress and disharmony for those whose expectations and behaviors are limited by traditional beliefs as well as for those who are changing.

The personal and interpersonal problems people experience in their work,

family and marriage roles are caused in part by the unrealistic, limited and imbalanced role expectations they have for themselves and others. The perpetuation of traditional sex-stereotyped beliefs and roles prevents young people from having realistic and expanded expectations for themselves in adult roles.

USE OF THE SOURCE BOOK

The format of this source book was developed so vocational educators can use it as a self-study guide or as a basis for in-service workshops. The first sections contain background information on sex stereotyping in society and vocational education. Each section has fact sheets and references as well as checklists, guidelines or rating sheets so that the section can be used independently or in conjunction with other sections. Though the boxed-in questions and activities were designed for the individual reader, many can be used as group activities', the same holds true for the various checklists and guidelines.

The fifth section of the source book include guidelines for teaching expanded roles as well as teaching activities which vocational educators might use in conjunction with regular lessons. Some of these activities can also be used in workshops with adults.

The source book's final section provides additional resources for use by classroom teachers or a workshop leader. These include other source books, audio-visual materials, organizations which have materials available on sex-fair education, and additional references.

This source book should not be considered the final word on sexism in education. New information, research findings and materials pertaining to sexism in education are rapidly being produced; their influence is yet to be felt. This book is, however, one step in meeting the challenge faced by vocational educators in New York State.

"Schools not only socialize children in a general way but also exert a powerful and limiting influence on the development of sex roles. Instead of encouraging diversity within broad limits of conduct, they define specific attitudes, modes of acting, and opportunities which are appropriate for boys and girls. This serves to limit the choices open to each sex and contributes to a sense of inadequacy when individuals do not live up to the stringently defined norm or average."

--Terry N. Saario

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I. WHY EXPANDED ROLES ARE NEEDED

Negative Affects of Stereotyping
The Changing Labor Force
The Changing Family

"No longer is the female destined solely for the home and the rearing of the family, and only the man for the market place and the world of ideas."

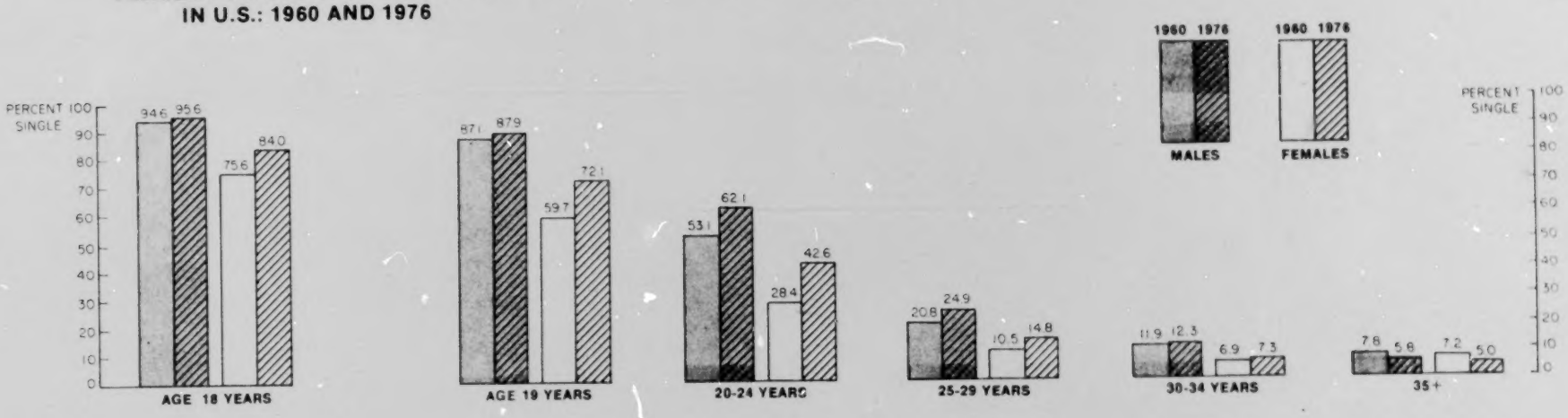
--Justice Harry A. Blackman,
Supreme Court of the
United States

"A young woman will only need to work for a little while--until Prince Charming sweeps her off her feet. She will never have to work or want to work again. She and Prince Charming will live happily ever after until they are both 100 years old at which time they will both die on the same day."

--M. E. Verheyden-Hillard

PERCENT SINGLE BY AGE AND SEX IN U.S.: 1960 AND 1976

Source: U.S. Bureau of the Census, *Current Population Reports*, Series P-20, No. 306, Table C. Washington, D.C.: U.S. Government Printing Office, 1977



NEGATIVE AFFECTS OF STEREOTYPING

Stereotyping, in and of itself, is not necessarily a negative or unfunctional process. The word STEREOTYPE is derived from the Greek word 'stereo' which means firm, solid or rigid and the Latin word 'type' which means to classify or group by characteristics. The process of stereotyping can serve as an effective conceptual process for grouping and ordering. The negative aspect of stereotyping, however, is that whenever certain characteristics or qualities are firmly or rigidly assigned to a group of people, individual characteristics of members who belong to that group may be overlooked or ignored. Consequently, the development of an individual's strengths may be discouraged simply because that strength is not considered typical of the group to which the person belongs. With stereotyping, in other words, a person is characterized according to general group characteristics rather than specific individual qualities.

In attempting to conform to a stereotype, an individual may feel it is necessary to overemphasize characteristics which are popularly assigned to the group to which he/she belongs and minimize characteristics that conflict with or seem unsuitable for the generally accepted stereotype. It takes a strong self-concept and sense of worth to reject conformity, especially in a society such as ours that has used sex-stereotyped characteristics as the standard for measuring a person's worth. Sex stereotyping creates problems for people in a number of ways. Individuals can feel social and emotional distress in attempting to match an unrealistic standard. Or in not conforming, individuals can experience social and emotional distress because they are not doing something that is popularly accepted. In today's society individuals suffer when they conform and when they attempt to assert their individuality. Sex stereotyping creates a no-win situation for the majority of human beings.

Sex-associated characteristics that are reinforced by advertising, movies, television and other forms of media are obvious. The gospel according to Madison Avenue advertising says males should be rugged, aggressive, competitive, independent, strong and unemotional; females should be their opposite by being beautiful, submissive, noncompetitive, dependent, weak and emotional. Interestingly, not only the media but highly trained professionals have been found to ascribe these same characteristics to males and females. Studies have found that psychiatrists, psychologists and other professionals consider these groups of characteristics to be normal for adult males and females. The characteristics assigned to males, however, tend to be the same ones that mental health professionals assign to mentally healthy adults. These findings imply a 'normal' female cannot be a mentally healthy adult. Research has consistently demonstrated people hold these stereotyped images and expectations for themselves and others (3, 11, 20).

As a result of these stereotypes, people suffer socially and emotionally. The harmful affects of sex stereotyping are not easily dealt with because

sex stereotyping has been so subtle, pervasive and accepted; it has in fact, influenced much of the research on human characteristics. Only recently has research turned from examining and emphasizing the differences between the sexes and attempted to objectively examine the affects of stereotyping on both males and females. The findings are demonstrating how both males and females are negatively affected by stereotyping.

Another phenomenon that typically accompanies stereotyping is the ranking of groups. Much as the stereotype of whites have been ranked as superior to the stereotype of blacks, stereotyped male characteristics have been ranked as more desirable than stereotyped characteristics of females. Thus, an inherent danger in the women's liberation movement is that the stereotyped masculine characteristics can become the desired norms for all people. Males and females are negatively affected by stereotyping, since the negative affects of stereotyping on males seems as great, although not necessarily in the same way; an emphasis on humanistic characteristics is needed. By emphasizing humanistic characteristics rather than traditional polarized sex-stereotyped ones, young people of either sex can choose activities and pursue roles based upon human needs, interests and capabilities rather than being subtly coerced into stereotyped activities and roles.

The following statement is by Jessie Bernard:

> A modern society requires whole human beings, individuals in whom the virtues of both sexes are cultivated, the weaknesses of both muted. The goal should not be seen as specializing the virtues and the weaknesses of one sex or the other but as aiming for well-rounded, complete individuals capable of flexibility and adaptation to change (p. 21).

Though not a complete review of the literature, the information on the following fact sheet does demonstrate that both males and females are negatively affected by sex stereotyping.

Fact Sheet on Negative Affects of Stereotyping

Research indicates that the social-emotional development of both sexes is hindered by sex-role stereotyping. Though some believe that females are more apt to be limited by stereotyping, it would appear that males are more adversely affected in many ways.

There is evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the feminine stereotype (20, 16, 24).

It appears to be more difficult for males than females to unlearn stereotyped behaviors (16, 24).

Young males who score high in sex-stereotyped behaviors and attitudes also tend to score higher on measures of anxiety (9).

During the elementary years, males are referred to clinics for psychological and behavioral problems with greater frequency than females. During the adolescent years, more females are referred to professional help or seek it out (20).

Both males and females tend to receive most of their emotional attention and care from females (4).

Young people of both sexes tend to have less interaction with adult males than with adult females (4, 10, 34).

Males are provided fewer opportunities and are discouraged than encouraged to participate in activities that would help them learn parenting and homemaking skills (3, 5, 9).

Males tend to receive little attention or encouragement in developing and expressing feelings of concern, responsibility and tenderness for others (1, 4, 6, 10, 17, 19).

Males are frequently provided fewer educational opportunities than females to learn about human reproduction and sexuality, and generally know less and have more misinformation than females (4, 18).

Generally, males are encouraged to be competitive, aggressive, independent, and physically strong; females are discouraged from having the same characteristics (1, 8, 10).

It is generally acceptable for females to express fears, anxieties, possible weaknesses and tenderness, but usually not acceptable for males to express such feelings (4, 7, 8, 10).

Females are more apt to show "learned helplessness" and lack of self-confidence while males are more apt to act over-confident and unconcerned (7, 12, 15, 20).

Young people of both sexes generally have more positive and higher opinions of masculine characteristics, more negative and lower opinions of female characteristics (14, 15, 22).

Both men and women have been found to experience conflict between their ideal self and the stereotyped characteristics generally associated with their sex (11, 17, 19, 21).

Many females but few males indicate that, at sometime, they would have preferred to have been born a member of the opposite sex (5, 13, 15).

Research demonstrates various groups of professionals characterize mentally healthy males and mentally healthy adults as having the same characteristics: mentally healthy females are perceived as having totally divergent, even opposite characteristics of those of mentally healthy adults (3, 19).

> *"'Sexism' is as virulent a disease as racism; the daily struggle of meeting the stereotyped image of 'masculinity' can well be claimed for the fact that men develop more ulcers than women and die at a younger age."*
>
> --A. Hernandez

> *"The principle which regulates the existing relations between the sexes is wrong in itself and is now one of the chief hindrances to human improvement; and it ought to be replaced by a principle of perfect equality, admitting no power or privilege on the one side, nor disability on the other."*
>
> --John Stuart Mill, 1867

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THE CHANGING LABOR FORCE

A major purpose of vocational education is to prepare people for employment. To effectively do this, we must respond to the rapid changes in the labor force and understand social, economic and cultural changes. The following is a brief overview of some of these changes.

Though the majority of young girls can expect to be homemakers, nine out of ten (90 percent) of them can also expect to be in the labor force. There is a basic trend for increased employment of women who now make up 40 percent of the labor force. By the early 1980's half the labor force is expected to be women. What kind of women work?

-Over half of all women between the ages of 18 and 65 are employed.

-More than 60 percent of all working women are between the ages of 20 to 24.

-Nearly 50 percent of all working women are married and living with their husbands.

-One out of every eight women who work is the head of a household.

-More than half of the mothers with children 6 to 17 years of age are employed.

-Nearly 37 percent of women with preschool children are employed, and this percentage continues to increase rapidly.

Most Men and Women Work for the Same Reasons

Although many people work for personal fulfillment or because they believe their talents and skills are needed by society, the most frequently cited reason among women for work is economic necessity. Economic reasons for the increasing numbers of working women include:

-the need for two family incomes because of inflation

-the need for a new source of income because of a husband who is unemployed or unable to work

-the increased number of mothers serving as the head of the household due to divorce, separation, desertion or the death of the husband

-the need to supplement the income of a husband whose annual income falls below $10,000 (approximately 26 percent of all women) or below $5,000 (approximately 9 percent of all women).

The percentages for minority women, as compared to white women, are greater in all the instances cited above.

Other factors that have led to increased numbers of women in the labor market include:

-increased number of available jobs

-lower birth rate, fewer children

-increased educational level of women

-increased number of women living alone or with unrelated individuals

-changing social mores about women working

-increased longevity rate of women

-shorter, more flexible hours.

Compared to Men, How Do Employed Women Fare?

-The average woman worker earns less than 60 percent of what the average man earns.

-The average male with an elementary school education earns more than the average female high school graduate.

-The wage gap between women and men has been increasing.

-Women are concentrated in low-paying dead-end jobs.

If you question any of these statements, you will want to check them out in the U.S. Department of Labor fact sheet provided in this section. What are the reasons for these differences in the earnings of employed women? Though it is a complex issue, sex stereotyping of occupations is a major factor.

Men and women are distributed unequally through the occupations with women concentrated in the ones with lower salaries. More men are employed as craftsmen, managers, machine operators, and technical workers; women are employed as clerks, secretaries, health assistants, and household workers. Undoing sex-stereotyped expectations of young people and eliminating sex stereotyping in vocational education are necessary steps if equal occupational opportunities are to be provided to all people.

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EMPLOYMENT STANDARDS ADMINISTRATION
WOMEN'S BUREAU
WASHINGTON, D C 20210

THE MYTH AND THE REALITY

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.1/
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.
Women don't work as long or as regularly as their male coworkers; their training is costly—and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

1/ The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
Women should stick to "Women's jobs" and shouldn't complete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.
Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

May 1974 (revised)

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THE CHANGING FAMILY

Although most Americans still think in terms of marriage and raising a family, a variety of social and economic changes has affected both the state of marriage and the institution of the family in this country. Decreased birth rate, increased education, employment, divorce, life span, cost of living and changes in personal values have helped generate a number of options outside of the traditional marriage and family roles.

The spiraling rate of divorce has caused a great deal of concern about family stability. Three out of four teen-age marriages end in divorce; among the entire population, three out of ten marriages end that way. The high rate of remarriage among divorced people, however, indicates that dissatisfied couples are rejecting a specific marriage rather than the institution of marriage. Even married couples who have younger children and who have traditional beliefs about marriage and the family do not believe parents should stay together just for the sake of the children. (12, 14, 18)

As a group, Americans have traditionally married at a younger age than their counterparts in most other industrialized societies. Today young Americans, particularly women, are waiting longer to marry. Some reasons for this include increased length of formal education, a wider array of life-style options and an increased emphasis on personal fulfillment. Today fewer young people believe that marriage and a family are essential for a meaningful life. (4, 5, 7, 18)

The average size of the American family is decreasing. This is due, in part, to a lower birth rate, an increase in the average American life span and an increased number of marital separations and divorces. In 1976 the number of people per household fell slightly below three and is expected to continue to decline.

At the same time that the average family size and number of children per family has decreased, the number of children living with only one parent has increased; one out of every five school-aged children does not live with two parents. Of those who do live with two parents, there has been an increase in the number for whom one of the parents is not a natural parent. Of the children living with one parent, most live with their mother. (13, 14)

Changes such as these--and especially the dramatic increase in the number of women entering the labor market--are causing changes in the roles people assume. Change is most evident in the increased responsibilities assumed by many women. Though the amount of time they spend on household work decreases with employment, studies (12, 16, 17) indicate they continue to spend large amounts of time on household work. On the average, a husband's contribution to household work does not increase much even when a wife is employed. (Household work includes activities inside and outside the home such as car care, yard work, etc., and any activity performed to produce goods and services used by the family.)

In a sense, this means that men and women are continuing their traditional family roles while women are assuming the additional role of wage earner; as a result, these sex-stereotyped expectations frequently cause role conflict. Departure from the stereotyped roles for either marriage partner can be threatening. If he is not the sole breadwinner and if he assumes additional homemaking and parenting responsibilities, the male may perceive himself as less masculine. The woman may feel guilty about not being a full-time homemaker or have difficulty in relinquishing activities which she has been conditioned to view as the responsiblity of a wife. (9) Sex-stereotyped role expectations can result in conflict within a person and between people.

Surveys of adolescents and college students indicate that females are becoming more equalitarian than males in their views of marriage; there is a trend among females away from sex-stereotyped roles and toward expanding expectations. There are, however, fewer similar changes in the attitudes of males. This lack of awareness and openness to changing roles among males not only limits adolescent choices but it also increases the possibility of conflict in marriage and family relationships. (4, 18)

Many young people will continue to assume traditional marriage and family roles; others, however, will form marriages based on different kinds of roles. It is becoming increasingly difficult, if not impossible, to educate young people for future roles in a rapidly changing society. They need to be prepared to choose and adapt rather than being forced into rigidly assigned sex-stereotyped behaviors.

All roles, whether traditional or expanded and adaptive, involve responsibilities. Making choices involves assuming responsibilities for one self and frequently for others. Thus undoing adolescents' stereotyped expectations can help them understand the responsiblities that necessarily accompany certain roles while also increasing the stability of their relationships with others, whether they choose traditional or emerging life styles.

This discussion and the following fact sheet only touch on a few of the many changes the family is undergoing. Though limited, the information verifies the amount of stress and disharmony which families are experiencing in today's society; it also shows how sex-stereotyped role expectations can increase these problems.

Fact Sheet on The Changing Family

Though the rate for first marriages has been declining, marriage is still popular. In 1976, 66 percent of all Americans 18 years and older were married and living with their spouses, 95 percent of all adults age 35 and over were married or had been married at some time in their lives. (11, 14, 15)

The rate of divorce and remarriage has dramatically increased. The rate of divorce more than doubled between 1963 and 1976; approximately three out of ten marriages now end in divorce. The high rate of remarriage for divorced people (and ones widowed) indicates their preference for marriage. After divorce or the death of a spouse, males are more likely to remarry than females. (1, 3, 14, 15)

More young people are postponing marriage. The medium age at which young people marry is changing, particularly among young women. By 1976, 72 percent of 19-year-old girls were single as compared to 60 percent in 1960. Among 20 to 24 year olds of both sexes, more than 62 percent of the males and 42 percent of the females were single in 1976, compared to 53 percent of males and 28 percent of females in 1960. (11, 14, 15)

The number of people per household is decreasing. In 1790 the average household had 5.7 people; in 1960, 3.3; and in 1976, 2.9 people. This figure is expected to continue to decline because of a number of factors: delayed marriage, more economic independence among women, an increase in the widowed population and an increase in the number of houses shared by unrelated people. From 1970 to 1976, there was a 33 percent increase in households maintained only by women. (9, 10, 13, 15)

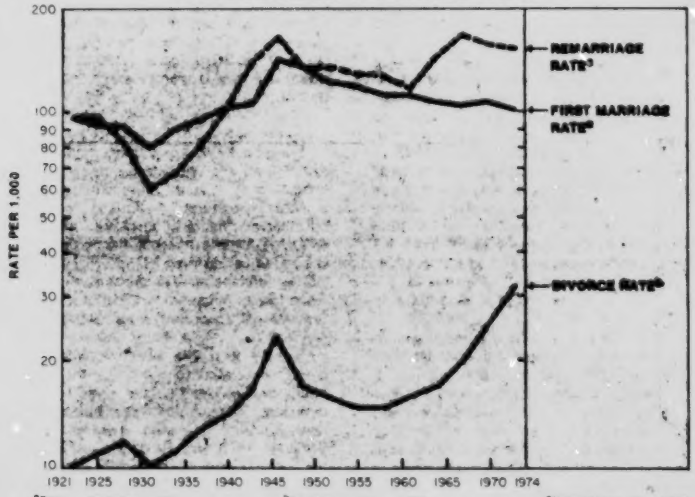
More children are living with one rather than two parents. In 1976, only four out of five, (80 percent) of all children under 18 lived with two parents (at least one of whom was a natural parent) compared to 88 percent in 1960. The decline was even greater among blacks, with less than half living with two parents in 1976. Of the 20 percent who did not live with two parents, most were living with their mothers. (12, 13, 14, 15)

Most parents of preadolescents are glad they have children. Given the chance to rethink their decision, most parents of children say they would still decide to have children. The majority agree unhappy parents should not stay together just for the sake of the children and that parents are entitled to lives of their own, even if it means spending less time with children. (4, 12)

Even when employed, household work continues to be woman's work. A 1976 survey of families reported that even when employed, wives still assumed the major responsibility for household work. Although almost half of today's families have both husband and wife employed, time contributed by husbands and children to household work does not dramatically increase when the wife is employed. (Household work is defined broadly to include all home activities producing goods and services used by the family.) On the average, employed wives spend less time on household work than unemployed ones, but considerably more time than husbands. (12, 16, 17)

Inability to adapt to changing roles results in increased marital and family conflicts. Expectations for the roles of the marriage partner are frequently inaccurate. More young women than men expect equalitarian roles in a marriage. More young men than women believe the woman's place is in the home. Men seem to have more difficulty in expanding their roles beyond traditionally stereotyped limits than women do. (3, 4, 5, 7, 18)

PERCENT OF FIRST MARRIAGES, DIVORCES, AND REMARRIAGES IN U.S.: 1921-1974



Source: Hugh Carter and Paul C. Glick, *Marriage and Divorce: A Social and Economic Study* (rev. ed.), Cambridge, Mass. Harvard University Press, 1976

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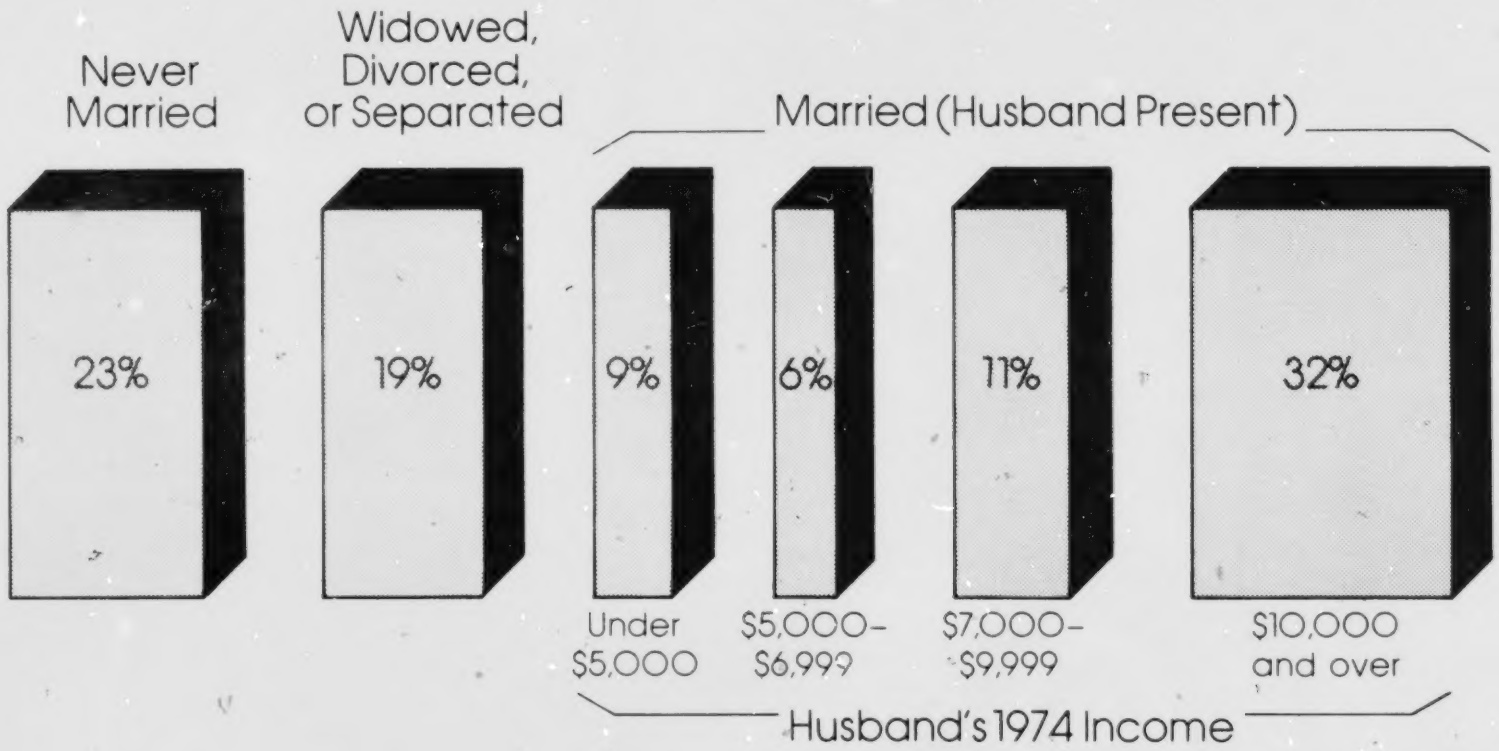
II. VOCATIONAL EDUCATION'S CHALLENGE: MEETING EXPANDED NEEDS

A Unique Opportunity to Affect Role Expectations

The Legislative Charge

Most Women Work Because of Economic Need

(Women In The Labor Force, By Marital Status, March 1975)



Source: Prepared by the Women's Bureau, Employment Standards Administration, from data published by the Bureau of Labor Statistics, U.S. Department of Labor

A UNIQUE OPPORTUNITY TO AFFECT ROLE EXPECTATIONS

All aspects of the entire educational system have been charged with the elimination of sex stereotyping. Because of vocational education's unique contribution to the preparation of young people for assuming adult roles, The legislative charge has resulted in an important challenge and tremendous opportunity for vocational education.

With the elimination of obsolete sex-role attitudes, vocational education can prepare students for societal changes affecting their personal, family and work roles. As sex stereotyping is diminished and role expectations are expanded, increasing numbers of both sexes will realize the importance of the occupational and practical living skills taught in various vocational subject areas. Changes in the labor force and family make it evident that these skills are increasingly important for individuals of either sex.

Several basic assumptions evolve when adult roles are viewed without traditional sex-stereotyped limitations. One is that men do want and need to assume responsibilities for a family other than that of providing financial support. Another is that women do need and want to assume responsibilities for earning a living and helping to support a family. Also, many occupations traditionally limited to one sex can be performed by members of either sex. Men can be secretaries, nurses aids and dental technicians; women can be auto mechanics, welders and machine operators.

In accepting these assumptions, vocational education has the opportunity to:

1. Increase the employment opportunities available to both sexes.

2. Train increasing numbers of women for meaningful well-paying jobs.

3. Prepare both males and females for sharing homemaking and wage-earning which can increase family stability and harmony.

4. Train women so that, when left with the major responsibilities of supporting a family, they are able to earn an adequate income.

5. Provide men with homemaking and parenting skills so that, when necessary, they can assume responsibilities for a family and home.

Past vocational enrollment patterns indicate that the challenge is not an insignificant one. In 1972, less than 8 percent of the enrollment in consumer homemaking programs (non-occupational) consisted of males. Industrial arts enrollment was predominately male. This implies the lack of preparation among males for parenting and homemaking roles; the lack of training among females in important practical skills, and the lack of opportunity among both males and females for the development of a full range of essential skills for everyday living.

Enrollment figures in vocational preparation programs for 1972 indicate the overwhelming majority of females were enrolled in non-occupational programs, the majority of males in occupational programs. The following 1976-1977 New York State Occupational Program enrollment percentages demonstrates underrepresentation of males in some occupational areas and underrepresentation of females in others.

1976-1977 New York Secondary Occupational Program Enrollment Percentages

	Male %	Female %
Agricultural Education	80.5	19.5
Distributive Education	46.4	53.6
Health Occupation Education	7.2	92.8
Home Economics Occupational Education	18.9	81.1
Business and Office Education	26.0	74.0
Technical Education	81.1	18.9
Trade and Industrial Education	79.6	20.4

Although Title IX of the Educational Amendment of 1972 declared sex discrimination in education illegal, additional legislation specifically addressing vocational education challenges it to take the lead in eliminating sex-role stereotypes. Title II of the Educational Amendments of 1976 includes provisions addressing the elimination of sex stereotyping and bias in all aspects of vocational educational programs, stipulating that both males and females have equal access to all programs. Various provisions in the legislation are directed at increasing female enrollment in occupational programs which have mainly enrolled men, as well as encouraging both males and females to prepare for combined roles of homemaker and wage earner.

In meeting the Title IX and Title II legislative requirements, vocational educators have an opportunity to help an increasing number of young people of both sexes expand their role expectations and be better prepared for the labor market while also developing homemaking, parenting and daily living skills.

THE LEGISLATIVE CHARGE

Are you aware of your students' rights in relation to sex discrimination in education? ___yes ___no

Are you aware of your own professional rights and responsibilities in relation to sex discrimination and stereotyping? ___yes ___no

Vocational educators have been given a legal charge to eliminate sex discrimination and stereotyping in vocational policies, programs, recruitment, admissions, courses, teaching and counseling. Federal legislation of the 1970's will have an increasing affect on vocational education at the state, local and classroom level. Vocational teachers and counselors as well as administrators will ultimately be the ones responsible for eliminating sex discrimination, stereotyping and bias in vocational education. Eventually their students will be the ones who benefit from the legislation.

Numerous pieces of federal legislation are related to eliminating sex discrimination in education and employment. Title IX of the Educational Amendments addresses sex discrimination and stereotyping in all aspects of education. Title II legislation mandates the elimination of sex stereotyping and bias in vocational education. Congressional intent is that the two laws work together. Vocational educators need to understand the intent of Title IX and know the implications of Title II.

The Intent of Title IX

Originally Title IX was proposed as an amendment to the Civil Rights Act of 1964, which did not identify sex as a category of discrimination. It was signed into law as part of the Educational Amendments of 1972. The key provision of the legislation reads:

> NO PERSON IN THE UNITED STATES SHALL, ON THE BASIS OF SEX, BE EXCLUDED FROM PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR BE SUBJECTED TO DISCRIMINATION UNDER ANY EDUCATION PROGRAM OR ACTIVITY RECEIVING FEDERAL FINANCIAL ASSISTANCE...

With certain exceptions the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by any organization or agency which receives or benefits from federal aid.

Do you have classes or know of classes in your institution that have enrollments of all or mainly one sex? ___Yes ___No

If yes, do you know what is required by Title IX of the Educational Amendments of 1972 for insuring the disproportion by sex is <u>not</u> the result of sex bias? If you do not know, you can find the answer in the "Summary of Regulations for Title IX" included with this section (look for number 13 in the margin). Before finding it, try the following true-false quiz for a self-check of your understanding of Title IX.

A QUICK QUIZ ON TITLE IX

True or False

____ ____ 1. All public educational institutions must have grievance procedures for resolving student and employee complaints alleging discrimination on the basis of sex.

____ ____ 2. Any individual or group may file a complaint with the federal government charging an institution with discrimination.

____ ____ 3. Each educational institution was to have completed a self-evaluation and have appointed an employee to coordinate efforts for complying with Title IX.

____ ____ 4. Admissions may not be based upon quotas for either sex, preference for one sex, ranking applicants separately by sex, marital or family status.

____ ____ 5. Toilets, locker rooms, shower facilities, classes dealing with human sexuality, and contact sports may be separated by sex.

____ ____ 6. A public vocational high school specializing in operating heavy industrial equipment cannot give preference to males on the grounds that jobs for females are scarce.

____ ____ 7. An educational institution may not use tests or other appraisal and counseling materials which use different materials for each sex.

____ ____ 8. A student or employee may not be discriminated against on the basis of pregnancy, parenthood, or being the head of household or principal wage earner in a family.

____ ____ 9. Though equal expenditures for separate-sex sports is not required, equal opportunity is.

____ ____ 10. The federal legislation does not give specifications for sex-fair textbooks and curriculum materials.

____ ____ 11. If an institution is found to have practiced sex discrimination in recruitment or hiring, it must recruit members of the sex against which it has discriminated to overcome effects of past discrimination.

____ ____ 12. Educational institutions are required to have records available demonstrating that they are complying with the requirements of the law.

All the above statements are true. You can find the supporting information in the "Summary of Regulations for Title IX Educational Amendments of 1972" on page 25 in this section. You will find information on each question in the text; the number in the margin corresponds to the quiz item to which it relates.

Though teachers may not need to interpret the letter of the law, they do need to understand the law's intent: to provide equal opportunity for students, regardless of sex. They need to be aware of the rights of students and teachers as well as to know their responsibilities under the law.

Implications of Title II

For the first time, specific provisions to eliminate sex stereotyping and bias were written into vocational education legislation. This was deemed necessary because of dissatisfaction with the results of Title IX. Title II of the Educational Amendments of 1976 amends the Vocational Education Act of 1963 and the Vocational Amendments of 1968 and affects state and local vocational education administration and programs. It requires each state to submit a five-year plan that includes policies and procedures which will be followed for assuring equal access to vocational education programs as well as an annual program plan and accountability report. Each state is required to designate full-time personnel to assist the state in eliminating sex bias in all vocational education programs.

Are you aware of the implications of Title II for your school and your classroom? ____Yes ____No

Major concerns related to sex stereotyping considered in drafting the rules and regulations for Title II include:

- equal access to vocational programs by males and females
- recruitment practices
- enrollment patterns
- membership of advisory councils
- guidance and counseling
- in-service and preservice training
- curriculum materials based on human needs rather than traditional roles
- involvement of women in developing and administering proposals, projects and programs
- special needs and services

By reading the following New York State policies and procedures it becomes apparent that few if any programs will not be affected by the legislation.

New York State policies and procedures assuring equal access to vocational programs

Policies and procedures adopted by the State to insure the elimination of sex bias, sex stereotyping, and sex discrimination are as follows:

(a) All occupational education programs, services and activities which are conducted in the State, whether or not they are federally funded, will be examined to insure that there is no discrimination against persons on the basis of sex, and that they are free of sex bias and stereotyping.

(b) Each local educational agency, BOCES, and postsecondary institution shall inform the community which it services that criteria for admission in any occupational program or activity are available to students regardless of sex.

(c) Priority will be given to vocational guidance and counseling programs that provide a greater understanding of educational and employment options open to all people, and are free of sex bias and stereotyping.

(d) Services will be supported for females and males who desire entry into programs designed to prepare them for employment in jobs which have been traditionally limited to the opposite sex. Special needs of women will be given high priority.

(e) Preparation and retraining of occupational education teachers at all levels will focus on the awareness and teaching methods that will eliminate sex bias and sex stereotyping.

(f) Written materials disseminated by the State and materials used locally to instruct, counsel, test or recruit students will be free of sex-biased and stereotyped images, and will depict people functioning in a variety of roles.

(g) All occupational education institutions will have available an affirmative action plan, including realistic numerical goals and timetables, for the recruitment and promotion of women in administrative and supervisory positions, with salaries and benefits equal to those of men holding the same positions.

The legislation emphasizes the need for improved accountability in vocational education. Data collection and analysis are mandated to help assess the extent to which vocational education programs respond to the legislation. Numerous private groups as well as Congress and the Administration are intensely concerned that the legislation be implemented, and will be carefully monitoring vocational programs at all levels.

Additional Legislation Affecting Vocational Education

In addition to understanding the intent of Title IX and having a good grasp of Title II of the Education Amendments of 1976, vocational educators also need to be aware of other legislation that addresses education and employment opportunities. The following are very brief overviews of the purpose of several federal laws and regulations concerning discrimination in education and employment.

Title VI of the Civil Rights Act of 1964 prohibits discrimination against students on the grounds of race, color, or national origin by all institutions receiving federal monies.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 prohibits discriminatory practices in terms and conditions of employment on the basis of race, color, religion, national origin, or sex by all institutions with 15 or more employees.

Executive Order 11246 as amended by Executive Order 11375 prohibits employment discrimination on the basis of race, color, religion, national origin or sex by institutions or agencies with federal contracts of over $10,000. All contractors with contracts of $50,000 or more and 50 or more employees must have affirmative action plans.

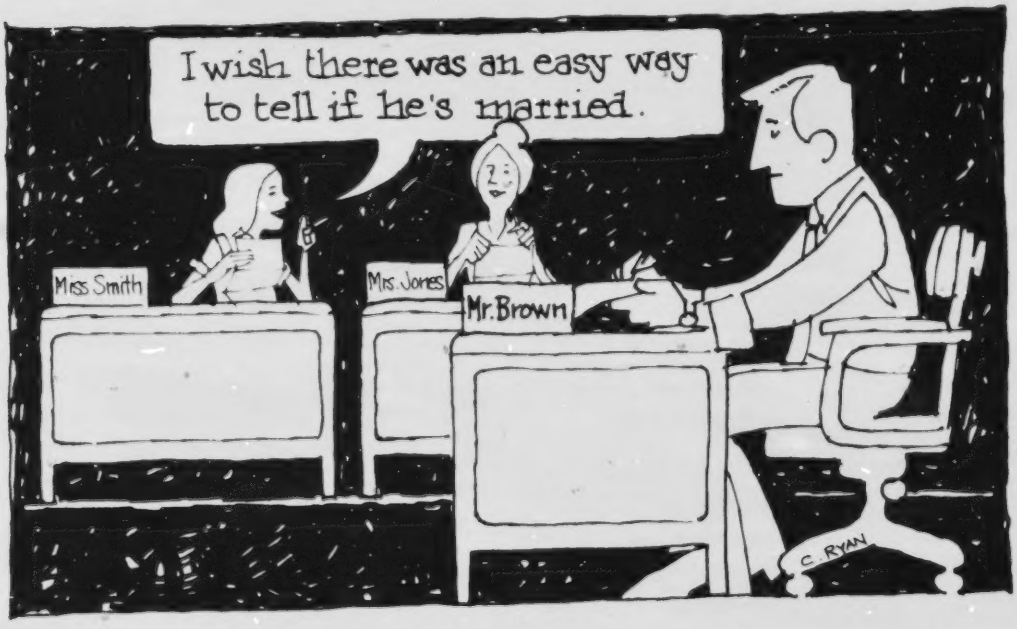
Equal Pay Act of 1963 as amended by the Educational Amendments of 1972 prohibits sex discrimination in salaries and most fringe benefits.

Title VII and Title VIII of the Public Health Service Act, as amended, prohibits discrimination on the basis of sex in admissions and against some employees in health personnel training programs of institutions receiving federal monies.

National Labor Relations Act and Related Laws (1935) requires unions to bargain for the same working conditions as wages, hours, recruitment, seniority and promotion for women as well as for men.

Regulations of the Bureau of Apprenticeship and Training prohibit discrimination on the basis of race, creed, color, sex and national origin in selection of participants and conducting of programs.

"Among all poor families, more than 2 out of 5 are headed by women; almost 2 out of 3 poor black families are headed by women."
--U.S. Dept. of Labor



SOURCES FOR ADDITIONAL LEGISLATIVE INFORMATION

Government Documents

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Memo: Summary of the Educational Amendment of 1976. Ewald B. Nyquist.

U.S. Dept. of Health, Education and Welfare, Office for Civil Rights, Washington, D.C.

Final Title IX Regulation Implementing Education Amendments of 1972, Prohibiting Sex Discrimination in Education. June, 1975.

Subject: Elimination of Sex Discrimination in Athletic Programs. September 1975.

Newsletters

The Federal Education Project Newsletter. Federal Education Project. Lawyers Committee for Civil Rights Under Law. 733 15th Street, N.W. Suite 500, Washington, D.C. 20005

Peer Perspective Newsletter. Project on Equal Education Rights, 1029 Vermont Ave., N.W., Suite 800, Washington, D.C. 20005.

Title IX Line Newsletter. Charles D. Moody. The Program for Educational Opportunity Newsletter. The University of Michigan School of Education, Ann Arbor, Michigan 48104.

Weal Washington Report Newsletter. Women's Equity Action League. Educational and Legal Defense Fund. 733 15 Street, N.W., Suite 200, Washington, D.C. 20005

Women's Washington Representative Newsletter. Susan Tenenbaum, editor, 324 C Street, S.E., Washington, D.C. 20003.

Publications Available From:

Resource Center on Sex Roles in Education
National Foundation for Improvement of Education
Room 804E
1201 16 Street N.W.
Washington, D.C. 20036

Complying with Title IX - Implementing Institutional Self-Evaluation

Complying with Title IX: The First Twelve Months

McCune, Shirley and Matthews, Martha, Identifying Discrimination : A Review of Federal Anti-discrimination Laws and Selected Case Examples

Cusick, Tudy (Ed.). A Resource List for Non-Sexist Education. June 1976

Title IX of the Education Amendments of 1972 - A Summary of the Implementing Regulation

Title IX: Selected Resources

Other Resources

Anyone's Guide to Filing a Title IX Complaint, Project on Equal Rights, 1029 Vermont Ave., N.W. Suite 800, Washington, D.C. 20005. Aug. 1977.

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Weckstein, Paul. "Judicial Standard for Determining Sex Discrimination," Education, No. 18, Oct. 1974, p. 58-66.

SUMMARY OF REGULATIONS FOR TITLE IX EDUCATIONAL AMENDMENTS OF 1972

GENERAL PROVISIONS - Sec. 86.3 - 86.9

3. Each recipient of federal education aid is to have evaluated its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they were to have completed the evaluation and steps to overcome the effects of bias by July 21, 1976.

1. The regulation also required that recipients adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures - they may file a complaint directly with U.S. Department of Health, Education and Welfare.)

3. Recipients were to appoint at least one employee to coordinate its efforts to comply with Title IX. By October, 1975, recipients were required to have notified students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

ADMISSIONS - Sec. 86.21 - 86.23

6. The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private institutions are exempt.

4. Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

7. The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

TREATMENT OF STUDENTS - Sec. 86.31 - 86.4

General Coverage - Sec. 86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex.

Housing and Facilities - Sex. 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex.

Adapted from a summary by PEER, Project on Equal Education Rights

5. Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

Courses and other Educational Activities - Sec. 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

5. However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

5. In physical education classes, students may be separated by sex within coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sports "the purpose or major activity of which involves bodily contact."

Recipients must end single-sex physical education classes "as expeditiously as possible." Secondary and postsecondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

6. Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Counseling - Sec. 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

13. Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

7. A recipient may not use tests or other appraisal and counseling materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased.

Student Financial Aid - Sec. 86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Student Health and Insurance Benefits - Sec. 86.39

8. Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

Marital or Parental Status - Sec. 86.40

8. The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

8. Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Athletics - Sec. 86.41

Separate teams and contact sports. Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill.

In noncontact sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

9. Equal opportunity. A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, and coaching (including compensation of coaches).

9. Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Textbooks - Sec. 86.42

10. The regulation does not require or abridge the use of particular textbooks or curriculum materials.

EMPLOYMENT - Sec. 86.51 - 86.61

General Provisions - Sec. 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits discrimination based on sex in employment, recruitment, and hiring whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

11. If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Fringe benefits - Sec. 86.56

Fringe benefit plans must provide either for equal periodic benefits for male and female employees or equal contributions for both sexes.

Marital status and pregnancy - Sec. 86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

8. In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee re-instated to original or comparable status when returning from leave.

Effect of state and local laws - Sec. 86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

ENFORCEMENT PROCESS - Sec. 86.71

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews which are broad-based investigations of school districts or universities initiated by HEW.

2. HEW must also investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

12. The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

women's educational programs

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THE EDUCATION AMENDMENTS OF 1976: IMPACT ON WOMEN AND GIRLS CONCERNING VOCATIONAL EDUCATION

On October 12, 1976 President Ford signed into law the Education Amendments of 1976 (Public Law 94-482). This law extends and revises the Vocational Education Act of 1963, the Higher Education Act of 1965, Title IX of the Education Amendments Act of 1972, and certain other federal education programs. The impact of the new legislation on women and girls is summarized by this paper. (For readers who wish to investigate the new law in depth, the text of the law is printed in the *Congressional Record* of Sept. 27, 1976 at page H11045. References to sections of the law are given in this memo in parentheses.* Alternatively, readers can obtain copies of the Education Amendments from their Congressional representatives.

VOCATIONAL EDUCATION

Women achieved major breakthroughs in the revision of the Vocational Education Act. For the first time in educational program legislation, specific provisions regarding women's needs and concerns were written into the law.

Background: The Vocational Education Act affects all three levels of government—national, state, and local. At the national level, the Act directs that the Office of Education conduct various types of studies, administer federal grants to states and private groups, and conduct various small scale and experimental research programs. At the state level, the Act authorizes "matching" grants to states for a variety of specific purposes. That is, the federal government offers a certain amount of money to each state (based on various aspects of the state's population) on the condition that the state provide some of its own money for the same purpose. The Act also mandates some requirements for intrastate distribution of vocational education funds and specifies administrative requirements for operating state programs. States in turn distribute grants and contracts to local educational agencies or private groups in accordance with state law.

The revision of the Vocational Education Law by the Education Amendments of 1976 involves two major innovations. First, the Act consolidates all vocational education categorical grants (except consumer and homemaking education and special programs for the disadvantaged) into a single block grant for the states, and streamlines the process by which states apply for federal funds in order to increase states' flexibility in using federal funds and to attempt to reduce paperwork. Eighty percent of a state's block grant is a "basic grant" and twenty percent is for "program improvement and supportive services." Within each of these two subcategories, states have discretion of spending money between specific alternatives. Second, the Act overhauls the method of state planning for the use of federal vocational education money and requires inclusion of a wider range of groups in the planning process.

The effective date of these changes in the vocational education law is fiscal year 1978 (October, 1977). A "Notice of Intent" (to publish proposed regulations), which outlines policy questions to be resolved in the regulations, can be found in the *Federal Register*. Individuals and organizations are encouraged to comment on these questions and on the proposed regulation which will be published subsequently, also in the *Federal Register*. Additionally, before the Act can be fully implemented, Congress will have to appropriate a specific amount of money for the revised Act. Persons wishing information about the status of appropriations should contact their Congressional representatives.

I. IMPACT ON NATIONAL PROGRAMS

At the national level, the revised Act includes several topics of importance to women:

- *Investigation of Sex Bias* (P.L. 94-482, sec. 523(a))

The Commissioner of Education is required to conduct an investigation of the extent to which sex discrimination and stereotyping exist in all vocational education programs assisted under the Vocational Education Act, and of the progress made in reducing or eliminating such discrimination and stereotyping in such programs, and in the occupations for which such programs prepare students. By October, 1978, the results of the study and recommendations are to be reported to Congress. This provision is important in establishing a baseline from which to measure progress and in identifying methods being used to eliminate sex bias and stereotyping.

- *Collection of Data on Vocational Students by Sex and Race* (P.L. 94-482, sec. 161(a)(1)(A))

The Commissioner of Education, in conjunction with the National Center for Educational Statistics, must develop a national vocational education data reporting system (by September 30, 1977) which includes, among other things, school enrollments by race and sex. To fulfill this provision, vocational schools and programs will probably be required by regulation to keep statistics on sex and race of students and to report these to the Commissioner. Women's groups are likely to press for simultaneous collection and reporting of the data *by race by sex*, i.e. black females, black males, white males, white females. Such data is viewed as crucial not only in determining the impact of the various programs on women and girls in general but also in evaluating the impact of such programs on minority females.

- *Awarding of Federal Contracts and Projects Grants Regarding Sex Bias* (VEA, sec. 171(a)(1))

The Commissioner is authorized to use 5% of the funds available under the authorization for state grants for contracts (and some grants) for various types of research and development of model programs, including those aimed at overcoming problems of sex stereotyping and bias in curriculum, guidance and testing materials, staff and teachers' attitudes and behavior (by means of in-service training), "if such activities are deemed to be of national significance by the Commissioner." Private groups as well as governmental bodies will in some instances be eligible to bid for these federal contracts.

- *Appointment of Women to the National Advisory Council and State Advisory Councils on Vocational Education* (VEA 105(a)(17) &

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* Since the Education Amendments of 1976 amend the Vocational Education Act of 1963 (VEA), cites to the latter are given where necessary to avoid confusion. P.L. 94-482 refers to the Amendments of 1976.

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(20); 162(a)(6) & (12))

These "citizen-watchdog" councils, appointed by the President to the National Council, and by state governors to the State Councils, often exercise significant influence on federal or state policy concerning the administration of programs. Women, including minority women, who are knowledgeable about sex discrimination problems in job hunting and employment are required to be appointed to the Councils. "Appropriate representation of both sexes" is also mandated. These legal requirements are important in order to remedy the chronic inadequate representation of women and minorities on such councils.

II. IMPACT AT THE STATE LEVEL

- *Mandate to States to End Sex Discrimination in Vocational Education* (VEA 101 (3))

Overcoming sex discrimination and stereotyping in vocational education programs is now included as one of the purposes of federally assisted state vocational education programs.

- *State Accountability* (VEA 107(b)(4) & 108(b)(1)(c)(ii)).

State boards or agencies of vocational education must submit five year plans and annual plans, regarding use of federal funds to the Office of Education as a condition for receiving federal aid. In addition to other requirements, these plans must specify in detail state policies and procedures to assure equal access to programs by women and men, to overcome sex discrimination and stereotyping, and to encourage enrollment of women and men in non-traditional courses. The required annual program plan must also demonstrate compliance with the five year plan in all of these areas.

These provisions are crucial because they require states to consider and *act* on issues generally ignored in the past—the problem of equal access to all vocational education programs and the specialized needs of women students in light of past and sometimes continuing discrimination.

- *Equal Opportunity Personnel for Women's Concerns* (VEA 104(b)(1) & (2); 120(b)(1)(F); and 109(a)(3)(b))

States must designate some full-time personnel to "assist" the state board or vocational education agency in eliminating sex bias in programs. A minimum of $50,000 (with no matching requirement) is to be spent for this purpose, but states may also use part of the block grant to support additional full-time personnel. The duties of such personnel include collection and analysis of data on status of women as students and employees; monitoring grant distribution to insure that the needs and interests of women are addressed by projects assisted by the Act; monitoring programs for sex bias; developing remedies and recommendations to overcome sex bias; and disseminating information developed under this section concerning efforts to combat sex discrimination. Also, these personnel must be afforded the opportunity "to review" the state's five year plan and annual program plans.

This provision requiring some personnel to focus on sex equality is crucial because the policy-makers of state boards or agencies have often paid little attention in the past to problems concerning sex discrimination/stereotyping in their programs. The provision helps insure that women's issues and concerns will be identified and that policies and procedures to eliminate sex bias will be developed and emplemented.

- *Impact on Guidance and Counseling* (VEA 120(b)(1)(j); 134(a)(4); 134(a)(7); 133(a)(2))

Funds granted under the state's basic block grant may be utilized to provide counseling and job placement services for women who enter job training programs which are traditionally male. Under "Program Improvement and Supportive Services" (i.e. 20% of block grant), states must spend a minimum of 20% of the available funds on guidance programs which may include vocational resource centers to assist (among others) individuals out of school, seeking second careers, or entering the job market late in life, and in-service training for guidance counselors on non-sexist counseling and changing work patterns of women. Contracts awarded by the state may be for the development of non-sexist guidance and testing materials.

These provisions are necessary to change the attitudes and behavior of guidance counselors who are in a position to influence and encourage female students in setting their goals. Also, the provisions recognize the importance of supportive counseling for women dealing with sex bias in non-traditional occupations.

- *Revision of Curriculum* (VEA 133(a)(2); 131(a)(3))

States have the discretion to use funds from the block grant's subcategory "Program Improvement and Supportive Services" for awarding contracts to develop non-sexist curriculum. Also, research contracts may be awarded by state "research coordination units" to review and revise experimental curricula for any sex-role stereotyping.

- *Vocational Education for Adult Women* (VEA 120(b)(1)(L); 120(b)(1)(k))

States have the discretion to use their block grants for vocational education programs for certain categories of individuals, including homemakers and part-time workers seeking full-time jobs, women trapped in traditional jobs but who desire non-traditional employment, single heads of household lacking adequate job skills, and divorced housewives who need employment. States may also use funds for day care services for children of students. These provisions are important because they recognize and support the legitimacy of education and training for adult women who have traditionally been short-changed by the education system.

- *Grants and Contracts to Overcome Sex Bias* (VEA 131(a)(2); 132(f))

Under the sub-category "Program Improvement" of the block grant, states have the discretion to award research contracts, and contracts for "exemplary and innovative" projects of specified types (e.g. focus on rural women and those people migrating from rural to urban areas) which are to give priority to reducing sex stereotyping.

Also, states may use federal funds to support activities which show promise of overcoming sex stereotyping and bias in vocational education.

- *Teachers and Other Staff* (VEA 135(a)(2))

States may use federal funds from the program improvement sub-category to support in-service training of teachers and other staff concerning the elemination of sex bias in vocational education programs. States may also award contracts for support services "designed to enable teachers to meet the needs of individuals enrolled in non-traditional job training programs."

- *Consumer and Homemaking Education*

Federal grants to states for this purpose must be used to support programs and services which encourage participation of both males and females to prepare for combining the roles of homemaker and wage earners. Sex stereotyping should be eliminated by developing curriculum materials which deal with equal opportunities laws, the changing career patterns of women, and men assuming homemaking responsibilities. Also, state programs should provide homemaking education programs for youth and adults not currently in school, such as school-age parents and single parents. These provisions are necessary to up-date homemaking education in terms of present day realities and to encourage boys/men as well as girls/women to view homemaking education as a necessary and valuable skill.

It is not clear whether states could choose to teach sex education as part of "family living and parenthood education," which states must include in the curriculum.

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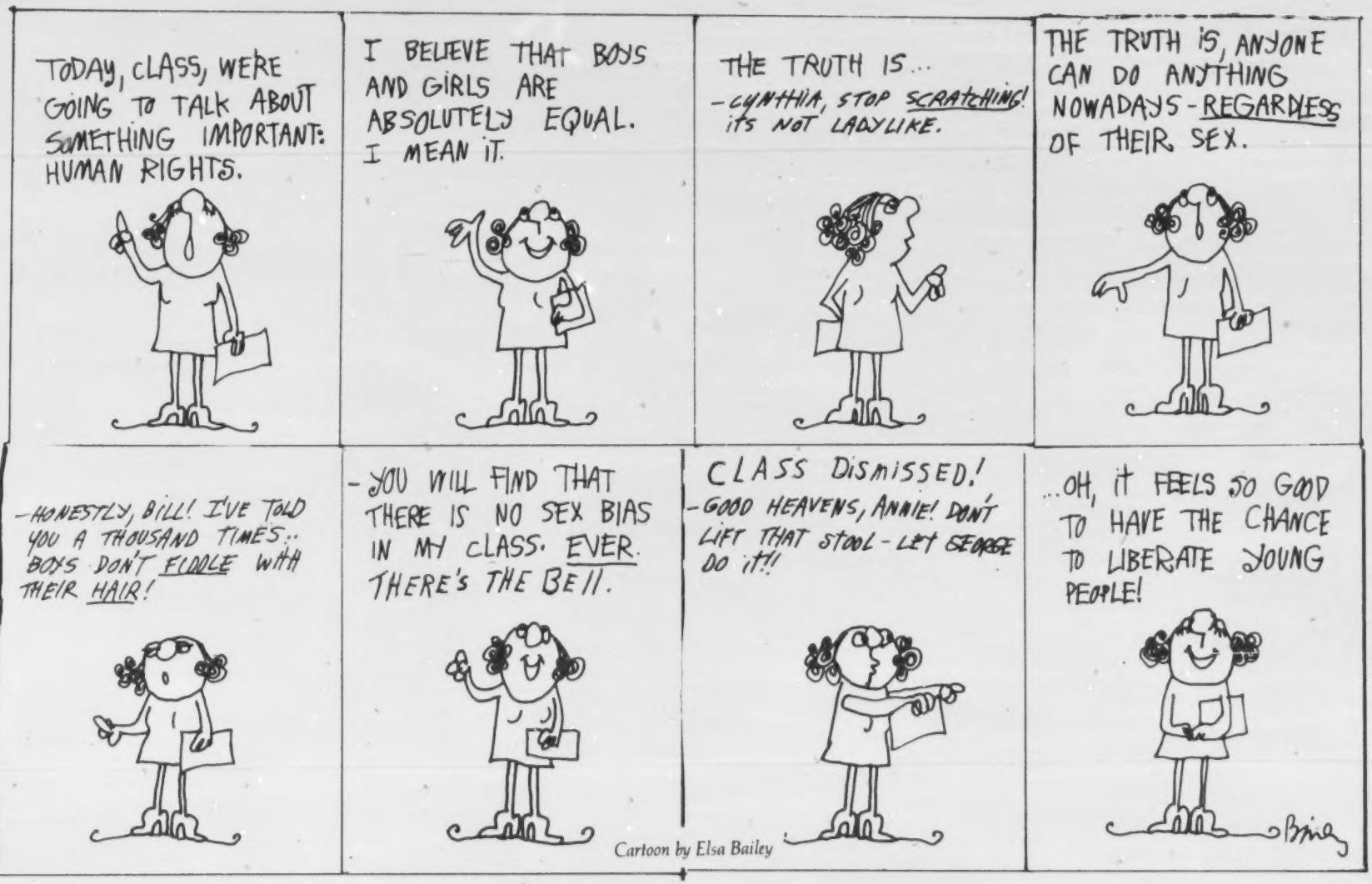
III. HOW STEREOTYPING AFFECTS TEACHERS AND STUDENTS

The Affect of Teachers and Counselors on Adolescents' Expectations
Adolescent Attitudes and Expectations


TODAY, CLASS, WE'RE GOING TO TALK ABOUT SOMETHING IMPORTANT: HUMAN RIGHTS.
I BELIEVE THAT BOYS AND GIRLS ARE ABSOLUTELY EQUAL. I MEAN IT.
THE TRUTH IS...
-CYNTHIA, STOP SCRATCHING! IT'S NOT LADYLIKE.
THE TRUTH IS, ANYONE CAN DO ANYTHING NOWADAYS - REGARDLESS OF THEIR SEX.
-HONESTLY, BILL! I'VE TOLD YOU A THOUSAND TIMES.. BOYS DON'T FIDDLE WITH THEIR HAIR!
-YOU WILL FIND THAT THERE IS NO SEX BIAS IN MY CLASS. EVER. THERE'S THE BELL.
CLASS DISMISSED!
-GOOD HEAVENS, ANNIE! DON'T LIFT THAT STOOL - LET GEORGE DO IT!!
...OH, IT FEELS SO GOOD TO HAVE THE CHANCE TO LIBERATE YOUNG PEOPLE!

Cartoon by Elsa Bailey

Jr. of Teacher Education, 1975, 26, 4, p. 290.

THE AFFECT OF TEACHERS AND
COUNSELORS ON ADOLESCENTS' EXPECTATIONS

Would you rate Archie Bunker as:

___Strongly biased ___Somewhat biased ___Not very biased

How would Archie Bunker describe himself?

The Key: Teachers and Counselors

Though most people rate Archie as strongly biased, Archie would probably disagree; he would have difficulty acknowledging his obviously biased attitudes and behaviors. Educators may have the same problem with their own biases; as products of an educational system and a society that has perpetuated sex stereotyping, they may not recognize sex bias in its more subtle forms. This section discusses how teacher education has contributed to the sex-stereotyped beliefs of teachers and counselors*, details some of the findings about their beliefs and actions, and suggests how these beliefs may affect student behavior.

Few doubt that teachers are the real key to change in education (4, 14, 20, 25, 31, 38). Teachers and counselors can and do make a difference in the attitudes and behaviors of their students. Their attitudes and actual teaching behaviors can negate either the most stereotyped or the most sex-fair curriculum and educational materials. In helping youngsters to prepare for work and family roles, vocational educators have opportunities to expand adolescents' expectations in ways not always available in other subject matter areas. In addition to the different purposes of vocational education, the vocational teacher can usually interact with students in a more personal way because of laboratory or shop situations, smaller classes, and longer class periods.

Which of the following aspects of your teacher training do you feel reinforced sex-stereotyped beliefs?

___Psychology courses ___Student teaching ___Textbooks

___Methods courses ___Fellow students ___Professors

*Teachers and counselors are included because many teachers do counsel students, most counselors have also been instructors/teachers, and many research findings can be applied to both groups.

The Problems in Teacher Education

All too frequently the professional education of teachers has subtly (and sometimes not so subtly) taught them to expect their students to be limited by sex-related characteristics and behaviors. Rather than questioning and challenging traditional ideas, pre-service course work, textbooks, curriculum, research and professors have tended to perpetuate and reinforce them (15, 31).

A special task force of the American Psychological Association found graduate level psychology texts predominately used male gender terms and reinforced the notion of certain behaviors being automatically sex-linked (43). Three publications (10, 23, 45) written specifically to help home economics teachers include males in their courses tend to reinforce sex-related expectations for male students (i.e. males are more pugnacious, need more activity, are more apt to excell in science area). Similarly, a book of readings on vocational guidance and career development (33) contains statements such as:

> "Through his occupation, man makes a bridge between his family and the outside world. And his work status shapes his actions as head of the household within his family" (p. 15). "There is, however, the girl who plans to subordinate marriage to a career. Such girls are atypical, and in a sense maladjusted..." (p. 441).

It seems apparent that teacher and counselor education textbooks contain the same kind of stereotyping as found in elementary and secondary textbooks, although it is sometimes more subtle.

The following statement by Verheyden-Hillard could appropriately be used to describe the situation for all areas of vocational teacher preparation:

> "Presently the research and literature indicate that counselor preparation and practice are perceived to be, with few and notable exceptions, sexist and discriminatory: the field clings to outmoded procedures based on male-centered psychology and counseling theory, to male-centered vocational development, and to 19th century notions of what is 'normal' and 'appropriate' for women and men to do and to be" (p. 12).

The entire system of teacher education has been referred to as institutionalized sexism (21). The perpetuation of sex stereotyping by teacher educators preparing teachers to perpetuate it in schools reinforces sexism in other aspects of society. Teachers can play the most critical and most important role in breaking this vicious cycle.

I have ___more ___the same ___fewer sex stereotyped attitudes than most people I know.

Teachers' Attitudes

The sex-role attitudes held by teachers are a crucial factor in reducing sex stereotyping in the classroom. As Archie Bunker may perceive bias in others without acknowledging his own prejudice, professionals have been found to view the sex roles of other males and females more sex-typed than their own. A study found that North Dakota vocational educators held stereotyped views of other males and females even while they saw their own sex roles as significantly less stereotyped (9). The sample included vocational teachers, counselors and administrators. The men generally had more stereotyped views than both the women vocational educators and males in other studies. Vocational male counselors had less stereotyped views that the female counselors, teachers and administrators. Other studies have found college students, counselors, psychologists, psychiatrists, and clinical social workers also hold sex-stereotyped views (2, 5, 6, 7, 16, 30, 36).

For the following adjectives, mark the ones most descriptive of the typical boy with B, and the ones most descriptive of the typical girl with G.

___Talkative	___Independent	___Neat	___Friendly
___Active	___Immature	___Competitive	___Emotional
___Cooperative	___Aggressive	___Motivated	___Assertive

Now go back and mark with I the ones you feel are most descriptive of the ideal student.

Teachers' Expectations

Are teachers' views of students' behavior limited by sex-linked and sex-appropriate stereotypes? Yes. Numerous studies have investigated the traits teachers ascribe to typical boys and girls, ones liked in boys and girls, and ones that describe good or ideal students (6, 11, 12, 18, 22, 26, 27, 29, 35). Following is a summary of the findings for characteristics teachers ascribe as...

More typical of boys: Aggressive, immature, lacking in motivation.

More typical of girls: Unassertive, emotional, concerned about appearance, motivated, dependent.

Preferred in boys: Independence, curiosity, assertiveness, dominance.

Preferred in girls: Achievement, submission, maturity, dependency, obliging, cooperation.

The ideal or good student: Orderly, conforming, dependent, passive, rigid.

In a summary of research on the characteristics which teachers ascribe to boys, girls and ideal students, Brophy concluded "teachers tend to prefer compliant and cooperative children and reject assertive and active children. Because of the nature of the sex roles defined by our society, this also means that teachers tend to prefer girls over boys" (p. 164). Other research has reported teachers hold more negative attitudes towards boys, they underestimate boys' intelligence and grade them lower than girls (4). Two notes of importance:

1) More of the research on this topic has been at the elementary than secondary level, and

2) Male teachers generally ascribe the same pattern of characteristics to boys, girls, and the ideal student as female teachers do.

As a teacher, I feel that I

praise boys ___more ___the same __less than girls in the same class.

discipline boys ___more ___the same ___less than girls in the same class.

talk with boys ___more ___the same ___less than girls in the same class.

Teachers' and Counselors' Behaviors

In one study about one-half of both the men and women teachers said they treated boys and girls differently but that they treat neither sex in a preferential way (39). In other studies teachers claimed they treat all students fairly and equally (28). Because attitudes and beliefs are not necessarily indicators of behavior, the important question is: Do teachers actually behave the same towards boys and girls? Numerous studies have addressed this question (4, 8, 11, 19, 28, 32, 39, 40, 41, 42).

Results of these studies consistently found both male and female teachers' classroom behaviors differed with boys and girls in several ways.

With boys, teachers:

- interacted and listened more than with girls.
- gave more positive attention in the forms of praise, encouragement and approval.
- gave more negative attention in the forms of disapproval, blame and discipline.
- disciplined boys more harshly, including tone of voice.
- responded to a higher proportion of boys' solicitations and provided more instruction.

With girls, teachers:

- ignored them more often.
- gave more negative responses concerning incorrect answers and lack of knowledge.
- rewarded them more often for merely following directions and doing assigned work.
- disciplined them in a normal or softer tone of voice.
- gave more attention to their appearance.

Other sex-related differences in treatment included more use of classroom materials and space by boys, and lower grades assigned to boys for equivalent work (1, 24, 26). Again, many of these studies have been at the elementary level.

Earlier it was stated that male vocational counselors held less stereotyped views than vocational female counselors, teachers and administrators (9). In contrast to this finding, studies show that secondary school male counselors tend to think of women in traditional roles, characterized by stereotyped feminine characteristics, while female counselors feel traditional roles for women should be expanded (3). Studies examining the behaviors of counselors found that both men and women expressed negative bias toward female students who had nontraditional career goals. The negative bias was displayed by verbal attempts to dissuade the females from their occupational choices. Similar behaviors toward male clients who indicated interest in nontraditional occupations has been documented to a lesser extent (3, 34, 44).

If teachers and counselors treat students differentially on the basis of sex, who do you feel are most negatively affected by these behaviors?

___Boys ___Girls ___Neither boys or girls ___Both

Who Is Negatively Affected

In considering the differential treatment of both sexes, one can argue that both boys and girls are negatively affected, but in different ways. Stereotyped expectations can limit the perceptions of both boys and girls about their capabilities and occupational opportunities. The conflict between the characteristics of the ideal student role and the male sex role, as defined by our society, can make it difficult for boys to adjust to school. Considering the decrease in achievement and career aspirations that occur for many girls as their education progresses, some are now interpreting the teacher's behaviors as negatively influencing girls. Many believe it reinforces their becoming docile, conforming and less confident of their ability to perform well academically.

In respect to the differential behaviors of teachers towards boys and girls, we have the proverbial question: "Which came first? The chicken or the egg?" Are teachers' behaviors a result of the students' sex-related behaviors or are the students' behaviors a result of the teachers' behaviors? Because learning of appropriate sex-role behavior begins early in life, teachers may only be reacting to established behaviors of aggression and activity in boys and patterns of passivity and conformity in girls. There are many who feel this is a valid explanation of teachers' behaviors. But more important than determining cause and effect is the following question:

> Do you believe teachers' expectations and behaviors can make a difference in their students' attitudes and behaviors?
>
> ___Yes ___Uncertain ___No

This question is especially critical for secondary school teachers whose pupils have already been exposed to many years of education in which sex-stereotyped attitudes and behaviors have been reinforced.

Teachers Make a Difference

Numerous studies have demonstrated teachers' expectations and behaviors can expand their students' emotional, intellectual and social development. Torrance reported significant change as a result of a project aimed at increasing the creative behaviors of girls. Seventh grade students who were purposely given praise or support but no negative reactions for responses demonstrated more learning than ones who received no praise for correct answers (17). Probably the most well-known study, reported in Pygmalion in the Classroom (37), demonstrated how higher expectations of teachers resulted in academic and intellectual gains of students. The teachers were told certain students (who had been randomly chosen) had been identified as ones who could be expected to show definite improvement during the school year. These students showed significant intellectual and academic gains. This phenomenon has been labeled the 'self-fulfilling prophecy.' In reviewing the research on this topic, Brophy concluded:

> Several studies have shown that students' expectations and/or behavior can be affected by direct expression of teacher expectancy, or more indirectly, by exposing them to differential experiences (p. 77).

He goes on to state "the idea that teacher expectations can function as self-fulfilling prophecies appears to be an established fact."

The results of a six-week intervention program to change five-,nine- and fourteen-year-old students' sex-role attitudes has been reported by Guttentag. Teachers incorporated the topic of sex stereotyping into their teaching. Though overall results were not too encouraging, in a 9th grade class the girls showed significant changes, and boys with pre-

viously stereotyped attitudes changed to nonstereotyped views in many areas. It was found that the amount of change was directly attributable to the teachers. "The teacher who cared about the issue of sexism in roles and society and who used the provided curriculum regularly and creatively, could change the attitudes of their students even in a six-week intervention effort" (p. 408). The study demonstrates that the teacher and counselor can be the vital link in promoting nonsexist attitudes.

As a result of my teaching, my students' attitudes and expectations about sex-stereotyped roles in family, work and society are being

___greatly expanded ___somewhat expanded ___uncertain

___somewhat limited ___definitely limited

Limiting or Expanding

Because the teacher can be a vital force in breaking the vicious cycle of sex stereotyping in education and society, a real danger exists of teachers actually increasing adolescents' stereotyped attitudes and expectations. In the future, an increasing number of both adolescent boys and girls will enroll in vocational courses which have been traditionally closed to them because of their sex. If the teachers of these courses demonstrate and reinforce stereotyped attitudes and behaviors, students may actually be exposed to more rather than fewer sex-related limitations. The teachers of these courses could negate the very purpose of opening all vocational/occupational courses to students of both sexes.

How can teachers be sure they are expanding rather than limiting their students' attitudes and expectations? Included in this section is a checklist which can help you find out.

"The essential differences between the sexes will never disappear; nature will see to that. The essential attraction between man and woman will never disappear; nature will see to that . The school's and society's job is to provide an atmosphere in which each male and female can develop fully as a person for the benefit of everyone."

--June Heinrich

"It is easier to act your way into a new way of thinking than it is to think your way into a new way of acting."

--anonymous

Fact Sheet on Education, Attitudes and Behaviors of Teachers and Counselors

Title IX and the 1976 Vocational Educational Amendments has designated education as a change agent for eliminating stereotyped attitudes and behaviors. Many concur that the role played by classroom teachers and counselors is the key to changing and expanding students' attitudes about role expectations (4, 14, 20, 25, 31).

The professional education of teachers has perpetuated and reinforced sex-stereotyping in many ways, including enrollment patterns, administration, curriculum, course work, teaching and textbooks (21, 31, 38, 47).

Vocational teachers and administrators have been shown to hold similar but even more stereotyped views of sex roles than those held by counselors, psychologists, psychiatrists, college students and clinical social workers (2, 5, 6, 7, 9, 16, 30, 36).

Both men and women teachers tend to ascribe sex-stereotyped characteristics to typical boys and typical girls, and characteristics used to describe ideal students are similar to those ascribed to typical girls (6, 11, 12, 18, 22, 36, 27, 29, 35).

Though male and female teachers may report they do not treat students differently on the basis of sex, classroom observations have found they:

- interact more with boys, providing boys with more positive and negative attention than girls.
- interact less with girls, providing attention more for conformity and lack of or incorrect knowledge (4, 8, 11, 19, 28, 32, 39, 40, 41, 42).

High school counselors have been found to hold stereotyped views of sex roles and to discourage female students who indicate interest in non-traditional occupations (3, 9, 34, 44).

Numerous studies have demonstrated teachers' expectations, behaviors and teaching activities can result in significant gains in achievement and changes in attitudes of students (4, 13, 17, 37, 46).

Checklist of Sex-Fair Teaching Behaviors

In my teaching, I:	Always	Usually	Do Not
1) Provide the same course content for students of both sexes.	____	____	____
2) Provide the same learning activities and projects for students (rather than different ones such as more labs for boys, more seat work for girls).	____	____	____
3) Set the same standards of behavior for all students in my classroom (i.e. attention, quiet, visiting, etc).	____	____	____
4) Allow all students equal accers to tools and equipment. (Same standards for use apply to students of both sexes.)	____	____	____
5) Encourage all students to be equally considerate and courteous of others (instead of boys being chivalrous and girls ladylike).	____	____	____
6) Administer the same reprimands or disciplinary actions to students for misbehavior (rather than "John, go see the principal: Jean, see me after class").	____	____	____
7) Avoid comparing boys with girls or girls with boys in respect to classroom behaviors, attitudes and accomplishments (i.e. The girls in this class are setting an excellent example).	____	____	____
8) Refer to students' friends as'friends'rather than caustically referring to all friends of the opposite sex as'boy friends' or'girl friends'.	____	____	____
9) Use gender-free terms and occupational titles rather than sex-specific ones (i.e. 'human' and 'person' instead of 'mankind,' 'man'; 'policemen,' 'saleslady.')	____	____	____
10) Avoid stereotypic phrases as 'boys will be boys' and 'girls should act ladylike.'	____	____	____
11) Give equivalent attention to students of both sexes (rather than more criticism for boys, support for girls, or vice versa).	____	____	____
12) Establish the same safety and/or sanitation and dress requirements for all students (i.e. all students with hair a certain length wear hairnets, all students wear coveralls, etc.)	____	____	____
13) Establish and apply the same grading system to students of both sexes (not 'allowing' for one sex to be less capable).	____	____	____
14) Incorporate the topic of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible.	____	____	____
15) Provide information to students about expanding occupational and/or family activities for both sexes in areas that have traditionally been considered appropriate for only one sex.	____	____	____
16) Assist both boys and girls in recognizing that their adult roles will probably include work, parenting and homemaking.	____	____	____
17) Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, media, and other course-related materials as trade journals, job descriptions and application forms.	____	____	____
18) Help students identify sex discrimination and stereotyping in their education and personal lives.	____	____	____
19) Request anonymous student evaluations concerning any sex discrimination, stereotyping or bias they may feel exists in my classroom (i.e., Do you feel this teacher favors girls over boys? Treats boys as if they are not as capable?)	____	____	____
20) Encourage students to correct me If I 'slip' and use sex specific terms or sexist generalizations (i.e. Telling a girl she did a man-sized job).	____	____	____

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ADOLESCENT ATTITUDES AND EXPECTATIONS

Most vocational education students are in the transitional period of adolescence: they are no longer viewed as children, but they are not yet considered adults. A major responsibility of vocational education is to prepare them for their adult roles. However, adolescents have been found to have traditional and fairly unrealistic views of what they will experience as adults. This is due, at least in part, to educational experiences which have reinforced sex-stereotyped role expectations rather than helping them realize how adult roles are changing.

What are your students' attitudes and expectations for work and family roles?

_____ Limited by sex stereotyping

_____ Expanded to reflect societal changes

_____ Uncertain

Information on adolescent occupation expectations indicates adolescents are not aware of the expanding work roles of women. Previous information on negative affects of stereotyping (page 5) helps explain why adolescent males and females have different school achievement patterns as well as different attitudes about marriage and family roles. The discrepancies between expanding societal opportunities and limited adolescent expectations is a major reason why adolescents experience role conflict and interpersonal disharmony as they grow older and assume varied roles.

The following information about adolescent academic achievement, and occupational and family role expectations should be considered a sampling rather than a comprehensive review of the research. There are adolescents of both sexes whose academic performance, occupational expectations and attitudes about family roles are quite different from these findings. Group as well as individual differences will always exist due to differences in ability and age, as well as community, ethnic, educational, religious and family backgrounds.

"Women are too emotional to be president, they cry too much."
--Junior High Student

"I know a man who cooks better than women."
--Junior High Student

"I don't think brains have any sex."
--Margaret Mangam, New York State Supreme Court Justice

FACT SHEET ON ADOLESCENT ATTITUDES, EXPECTATIONS AND ACHIEVEMENT

Occupational Expectations

Research findings indicate that sex-role stereotyping is reflected in the knowledge both males and females have about occupations and plans for occupational training.

Both sexes tend to:

-Demonstrate sex-stereotyped responses when asked about occupational opportunities and aspirations.

-Consider women's occupational opportunities much more limited then those for men.

-Demonstrate a lack of awareness about the fact that most women, married or not, work outside of the home (2, 12, 20, 23).

More adolescent males than females usually indicate:

-They are aware of a greater number of occupations.

-They wish and expect to have a career.

-They have higher occupational aspirations.

-They actually expect to achieve their occupational aspirations.

-They received encouragement from counselors to pursue occupational training (7, 9, 11, 13, 17).

During adolescence females have typically been found to:

-Show a definate decline in career committment.

-Increasingly limit their occupational choices to traditionally female ones.

-Have lower expectations of obtaining aspirations than males.

-Indicate they feel males disapprove of intellectual women.

-Give expectations of marriage and being a housewife as reasons for not having occupational plans (1, 7, 9, 11, 17, 23).

Attitudes and Expectations About Family Roles

Over the past few years, various surveys of adolescent attitudes and expectations about marriage and family have indicated some trends and potential sources of conflict for adolescents when they assume adult family roles later in their lives (5, 7, 18, 21, 22, 24). The surveys indicate:

-A gradual increase in negative views of marriage, with fewer young people reporting a happy family life as their most important goal (32 percent in 1976).

-Fewer females are attracted to the role of the average housewife (25 percent in 1976).

-Approximately one-third of young males expect to be an average family man, but only 20 percent report it as the most appealing way of life.

-Both sexes assign a higher value to the importance of family life eighteen months after high school graduation.

-Approximately one-half indicate "a woman's place is the home," with more males than females expressing this view.

-Middle-class male adolescents with above average intelligence are least approving of working wives.

-Estimates about working women with school-age children are conservative and conflict with actual employment statistics for such women.

-More adolescent males than females believe homemaking and child rearing are the responsibilities of women.

-Though the majority of younger children (age 13 and below) agree mothers should work if they want to, fewer felt the father should help with homemaking tasks.

Academic Achievement

Research indicates stereotyping and sex-role expectations tend to influence academic achievement of males and females in different ways and at different times in their school careers.

During the elementary years of education, there is evidence of conflict between the stereotyped expectations for males and the student role. This, at least in part, results in more males than females:

-Having reading problems.

-Receiving lower grades.

-Repeating grades.

-Being designated underachievers.

-Receiving disciplinary actions (8, 10, 15, 19).

During the adolescent years of education, there is evidence of conflict between the stereotyped expectations for females and the student role. This, at least in part, results in more females than males:

-Showing a decline in ability and achievement test scores.

-Having less confidence in their academic ability.

-Choosing not to take advanced classes in math and science.

-Setting lower academic goals for themselves even when they possess intellectual and academic skills equivalent to males (4, 6, 15, 16, 23).

Creative performance has been found to be associated with high masculine interests; females tend to score lower on creativity measures (3, 15).

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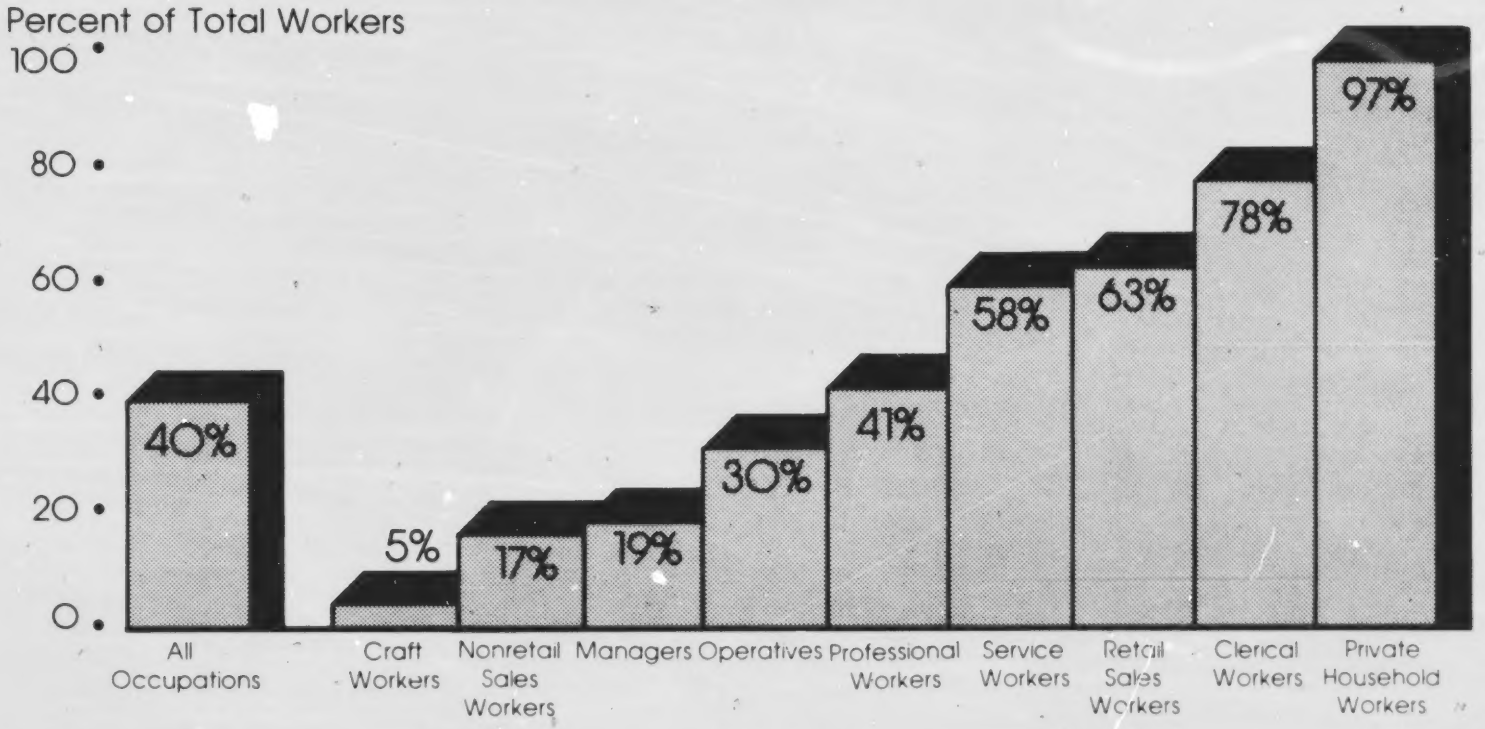
Women Are Underrepresented as Managers and Skilled Craft Workers



Source: Prepared by the Women's Bureau, Employment Standards Administration, from 1975 annual averages data published by the Bureau of Labor Statistics, U.S. Department of Labor.

IV. HOW VOCATIONAL EDUCATION MATERIALS CAN INFLUENCE ROLE EXPECTATIONS

Sexism in Language
Textbooks
Evaluating Audio-Visual Material
Vocational Information and Recruitment Materials
Testing and Measurement

Examples of Language Useage

The following examples show the difference between exclusionary and negative language on the one hand, and neutral language on the other. Many examples come from the McGraw-Hill Book Company and Scott, Foresman and Company (2, 10).

Exclusionary Language	Neutral Language
When man invented the wheel...	When the wheel was invented...
The statesman spoke about...	The public servant spoke about...
The average American drinks his coffee black.	The average American drinks black coffee .
The lady lawyer delivered...	The lawyer delivered...
The chairwoman sat down.	The presiding officer sat down.

Negative "Female" Language	Neutral Language
The old maid answered the...	The woman answered the...
The girls in the office...	The women in the office...
The consumer should buy her...	Consumers should buy their...
Jim Wiess allows his wife to work part-time.	Judy Wiess works part-time.
Al listened to the ladies chatter.	Al listened while the women talked.
Pioneers moved West, taking their wives and children with them.	Pioneer families moved West.

Negative "Male" Language	Neutral Language
His old man said, "No."	His father said, "No."
The boys in the office...	The men in the office...
When the breadwinner gets his...	When wage earners get their...
Jim helps his wife do the housework.	Jim shares the housework.
Hitting the nail instead of the thumb is a triumph for boys. Cutting out paper dolls is good for girls.	For a child, hitting the nail instead of the thumb or cutting out recognizable shapes is a triumph.
Boys like action stories, and both boys and girls like animation and comedy. Girls will read stories that boys like, but boys will not enjoy "girlish" stories.	Most children like action, animation and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

SEXISM IN LANGUAGE

Do words make a difference? How would your students illustrate the following words?

___man ___people ___men and women

When three different studies asked students to respond to these words, students intepreted "man" to mean males only, "people" to mean mostly males, and "men and women" to mean both sexes. Such reactions by students to language reinforce what anthropologists like Margaret Mead and other linguists, social scientists and educators have been saying for years: that the English language has certain characteristics which show special treatment of one sex or the other (1, 4, 7, 12). The way in which language is used conveys a society's prevailing value system and can indicate that one sex has more worth than another (13).

Does language affect your perception of sex? For each word, write M for male, F for female, or N for neutral to describe your first response to the word:

___foreman ___human ___person

___stewardess ___operator ___poetess

Those who have studied English point to two characteristics which account for the different treatment of the sexes: 1) words which exclude one sex or the other and 2) words which have a negative effect on one sex or the other.

Exclusionary Language

While research on exclusionary and negative language is not plentiful, it is generally acknowledged that English has a strong tendency to exclude (3, 5, 8, 9). For example, how would you identify the sex in the following statements?

Indicate M for male, F for female or N for neutral:

___1) The average citizen pays his...
___2) The stewardess served us...
___3) The homemaker answered the...
___4) The typical workman needs her...
___5) Mankind has progressed...
___6) The nurse uses his...

Did you have problems with four and six? Confusing, isn't it? Although some argue the words "man," "mankind," and "his" include both males and females, some words seem odd when used with "her" instead of "his." This is because of four exclusionary patterns in English.

1) the use of the word "man" as in "mankind," "primitive man" etc. to denote people of both sexes;

2) the use of the word "man" in occupations and titles as in "congressman," "businessman," "salesman," etc.

3) the lack of a neutral singular pronoun meaning "one" or "one's," giving rise to the use of "he," "him" and "his" to refer to individuals whose sex is not mentioned, as in "each jogger should bring his lunch."

4) the use of female words such as "poetess," "usherette," "aviatrix" and female qualifiers as "chairwoman," "woman lawyer," etc., all of which exclude males (2).

Mark M for male and F for female for the sex described by each of the following words:

___scatterbrained	___sissy	___giggly
___henpecked	___tomboy	___red-blooded
___catty	___crybaby	___shy

Negative Language

A second language useage which differentiates treatment of the sexes is negative language or words like those above which are used for only one sex and have strongly negative connotations. (Frequently, however, the negative meaning of such words depends upon the situation in which the words are used. For example, the word "honey" to describe a female co-worker might be demeaning, but to describe one's spouse, it might mean endearment.)

Negative language describing females includes any patronizing girl-watching tone, sexual innuendos, jokes or puns such as focusing on physical appearance, treating women as weak, helpless, hysterical, or as objects of scorn, humor and unimportance (2). It includes stereotypes which portray females almost without exception as dependent on males as wives, daughters, mothers and sisters, etc., and fails to recognize their individuality. It shows females in menial positions or as charitable volunteers. It can suggest that females are inept in scientific reasoning, physical exertion, sports and the so-called male professions.

Negative language describing males includes references to males as inept in the home or with children, dependent on females for meals, clothes and understanding, calloused or insensitive to the feelings of

others, preoccuppied with sexual escapades or empire building, or as objects of scorn, humor and hostility (2). Stereotyped language implies males are supermen, infallible, domineering and emotionally independent, and that they are their family's sole breadwinners and are expected to succeed in competitive sports, do-it-yourself jobs, science, medicine, industry, education, business and trades.

In the world of government, business and education, the use of exclusionary and demeaning language is:

___illegal under certain circumstances
___a matter of personal choice
___totally illegal

What is being done about exclusionary and demeaning language? Following the example of the federal government which has eliminated exclusionary language in office and occupational titles, (5) various state governments have issued guidelines for language useage. In New York, a special task force outlined its position on language usage in schools in Reviewing Curriculum of the State of New York (13). Similarly, leading publishers have developed their own set of guidelines including McGraw-Hill, Scott Foresman, MacMillan, and Science Research Associates, Inc. (2, 11, 6, 10). Feminist publishing houses have also helped to increase the awareness of language. Neutral or unbiased language is gradually being adopted voluntarily by newspapers, magazines, television and the American public. And although neutral language may not be required in school textbooks, change is on the way. The treatment of the sexes in the English language is no longer dismissed as trivial.

Language Fact Sheet

Research by various linguists, social scientists and educators indicates that for the majority of males and females who participated in their studies, words do make a difference.

When 100 children between nursery school and seventh grade were asked to respond to the word "man" in sentences such as "Man must work in order to eat," and "Around the world, man is happy,"

-a majority of the children interpreted "man" to mean males and not females (8).

When 50 high school students were asked to illustrate seven statements on human activities during early civilization, students drew:

-male figures for six of the seven statements when the words "man," "mankind" and "primitive man" were used.

-male figures for a majority of the statements when the words "people" and "human" were used.

-more females than previously for statements when the words "men and women" were used (3).

Three hundred college students were asked to select pictures to illustrate chapter title pages for a proposed sociology textbook. When the words

-"political man" and "urban man" were used, 64 percent of the students selected all male pictures.

-"political behavior" or "urban life" were used, only 50 percent of the students chose male pictures (9).

When college students in another study were asked to react to the masculine pronoun "he" in multiple choice statements, the word "he" was interpreted as

-male 407 times

-female 53 times (5).

When high school students were asked to rate their interest in job advertisements written in neutral and varied language,

-females showed no interest in jobs labeled as "frameman" or "lineman," but showed interest in jobs labeled as "framewoman."

-males showed no interest in "operator" or "sales representative" jobs when associated with the word "she" and showed an interest in "telephone operator" jobs when associated with the word "he."

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TEXTBOOKS

Just as the English language influences our perception of sex, textbooks influence students' attitudes about sex roles. Although the primary function of a textbook may be to provide information about a particular subject, the language and the pictures used in these books portray males and females acting according to certain, sometimes restrictive patterns (5, 11).

> Select any 10 consecutive pages from one of your textbooks. Study the pictures and answer the following questions:
>
> 1. How many girls are pictured?
> 2. How many boys are pictured?
> 3. What are the girls doing?
> 4. What are the boys doing?

Unless your text is exceptional, you probably will find that the sexes are portrayed differently. Males and females will be consistently portrayed in traditional and stereotypical patterns.

Since 1970 numerous educators, using methods similar to the one suggested here, have analyzed the image of males and females in textbooks. Their studies have focused on preschool (19), elementary (16, 20), and secondary textbooks on language (7), math, social studies (3, 7, 8), science (7), and vocational/occupational education (4, 13, 15, 17). Their findings reflect a pattern of bias against one sex or the other. In almost all texts, boys are seen leading active, exciting lives and girls are seen "passive, watching and waiting "(18).

While the generalization "Boys are 'doers' and girls 'are'" applies to most textbooks, it is particularly true of secondary and vocational education materials (13). In fact, it has even been suggested that the higher the grade level of the text, the more stereotyped the image becomes (16). In vocational education which began as a sex-segregated movement, this image is even greater than in other secondary programs. One has only to look at textbooks on foods and nutrition, clothing selection, construction and design, child development, personal and family relations (2) and business skills to realize that the image of females is one of subservience and that the male image, when it appears, is one of indifference (6, 17). But textbooks on agriculture and industrial skills show boys in active learning, and career-oriented roles while neglecting girls altogether (13).

Many educators have begun questioning the appropriateness of sex-stereotyped textbooks which portray the sexes differently from reality and certainly contrary to the emerging trends (12).

With predictions that nine out of 10 women will work during their lives, the need for new male-female images to provide adolescents with models of both sexes having dual roles in occupations and homemaking is obvious.

According to federal legislation use of textbooks with bias and stereotyping is:

___legal

___illegal

___to be determined by the states and/or local school districts

The textbook problem has been left for each state to decide. Federal legislation allows the states, in turn, to leave the problem to the local school district.

So what does this mean for the local school district and its personnel? Initially, it means local school boards and administrators-- depending upon their state's policy-- may be in a position to determine their district's textbook policy. No matter who determines the policy, however, teachers will be involved in implementing it. To do this effectively, teachers need skills in analyzing textbooks.

Terminology and Methodology for Evaluating Textbooks

The first step in evaluating the image of males and females in textbooks is to understand the meaning of the terms "sex bias" and "sex stereotypes." Sex bias means one sex is favored over the other. When applied to textbooks, it means one sex - male or female - is favored in pictures and language. If neither sex is favored, the text is balanced. Some broad explanations follow:

Female biased means that the pictures, language and general message of a book portray mostly females. Often such texts are specifically for females, and about females.

Male biased means that a book is basically for males, portraying males in pictures, language and message.

Balanced means that a textbook deals with both males and females equally. Pictures portray both males and females with equal frequency. Language is neutral and the message is for both males and females.

Sex stereotypes are assumptions that people of different sexes should behave according to rigid patterns. That is, males should participate exclusively in one set of activities and that females should be exclusively involved in another. When behavior in the textbooks is not stereotyped, it is called expanded.

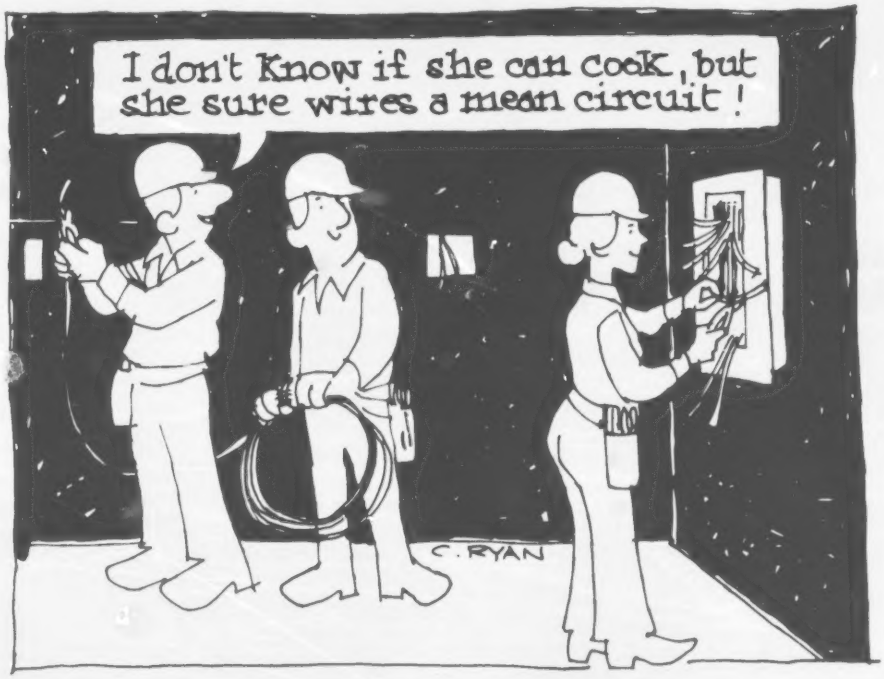
FEMALE STEREOTYPED - When a textbook refers to females mainly in their connection to others as wives, mothers, daughters, sisters, grandmothers and aunts, instead of as individuals with personal identities; as subservient to males; in menial positions whether it be in the home, school

or office; as passive, weak, uncompetitive, unathletic, inept in scientific reasoning, mathematical figures, "do-it-yourself" jobs; limited to being artistic, literary and charitable; as nurturing, understanding and self-sacrificing for the benefit of others; and if career-oriented, then employed as secretaries, teachers, nurses, waitresses and clerks.

MALE STEREOTYPED means that a textbook views males almost exclusively as the sole breadwinner for their families and as household heads who delegate responsibility for rearing children to women and whose success is measured only in terms of work; as the more aggressive, competitive, independent, logical and athletic of the two sexes; as scorning or ignoring the nurturing of others as well as their own feelings.

EXPANDED means that a textbook presents males and females as equals in the home, school and in the world of work, as free to embrace roles which previously were limited to the opposite sex, and are thus free to demonstrate a wide range of personality traits, intellectual abilities and interests.

Textbooks used in vocational education reflect the fact that most vocational program areas have been dominated by one or the other sex. Because federal legislation does not provide specific policies on textbooks, and due to the cost and impracticality of replacing them in large numbers, vocational teachers may ultimately be responsible for evaluating the textbooks they use. The following guidelines have been developed to aid vocational educators in evaluating textbooks formerly for one sex. Additional guidelines for more comprehensive evaluation of textbooks are listed at the end of the reference sheet.



Fact Sheet On Textbooks and Media

Boys are "doers" and girls "are." This message is conveyed over and over again in educational materials and the media. Since 1970, numerous studies on picture books, early childhood and teen-agers' books, elementary and secondary school textbooks and the media including children's TV shows and advertising confirm this observation. Here are some specific examples:

A study (20) of 2,760 stories in 134 ELEMENTARY SCHOOL READERS by 14 publishers showed:
- -one female biography story for every six male biographies
- -clever boys 131 times and clever girls 33 times
- -passive boys 19 times and passive girls 119 times
- -men in occupations 147 times and women in occupations 25 times
- -one adult female character for every three adult male characters

Different studies (21c) of MATH TEXTBOOKS at the elementary and secondary levels showed:
- -word problems dealing with money have males as the subject
- -word problems dealing with females have age, weight or color as the subject
- -word problems indicating roles show females making clothes, buying groceries or acting as housewives and males as building, painting, setting up things or going to work
- -only men are portrayed as mathematicians, scientists, doctors and astronauts
- -the higher the grade level, the more male-oriented the book becomes

Various studies (16) of the most frequently used SOCIAL STUDIES/HISTORY TEXTBOOKS showed:
- -male-oriented language, ie. people called "man"
- -omission of women's accomplishments in history
- -women relegated to separate or lesser status than men
- -men in three times as many professions as women
- -males in seven times as many pictures as females

In studies (16) of SCIENCE AND INDUSTRIAL ARTS TEXTBOOKS, it was found that:
- -nine out of 10 illustrations show boys doing experiments or handling equipment as compared to girls
- -male pronouns such as "he" are used to describe science/industrial arts teachers
- -physical properties illustrated in science and industrial arts textbooks are associated with traditional male roles

A study (17) of 100 SECONDARY HOME ECONOMICS TEXTBOOKS published from 1964-74 by 54 companies showed:
- -nurturing males zero times and nurturing females 38 times
- -males in the home 52 times and females in the home 199 times
- -males interested in clothes 9 times and females interested in clothes 107 times
- -males interested in nutrition 17 times and females interested in nutrition 60 times

A study (15) of 10 most popular CHILDREN'S TV PROGRAMS showed:
- -good males 67 times and good females 43 times
- -aggressive males 25 times and aggressive females 14 times
- -passive males 25 times and passive females 37 times
- -magical males 4 times and magical females 16 times

Observations of TV AND MAGAZINE ADVERTISING show:
- -boys as active and girls as passive
- -men as coming home from work and females as staying home, taking care of children, washing dishes and doing laundry
- -men as good-looking, muscular and athletic and women as sex objects

"Boys are doctors. Girls are nurses. Boys invent things. Girls use what boys invent."

--Whitney Darrow Jr., I'm Glad I'm a Boy! I'm Glad I'm a Girl!, N.Y.: Simon Schuster, (1970)

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Guidelines for Evaluating Textbooks Formerly for One Sex

The following checklist is designed to help teachers identify sex bias and stereotyping in textbooks on vocational subjects formerly taught to one sex. Now that these courses are open to both male and female students, the subject matter needs to be expanded to include both sexes. If certain items are omitted from the textbook, the teacher may consider incorporating the ideas below in order to expand and balance the image of both sexes.

	Yes	No
1) Does the textbook make both female and male students feel comfortable in learning about subjects which were formerly for one sex?.....	___	___
2) Does the textbook make a special effort to include pictures of male and female students, teachers and adults in non-traditional roles?.....	___	___
3) Do learning activities and projects avoid sex stereotyping according to past traditional roles?.....	___	___
4) When appropriate, are the historical and present-day accomplishments of both sexes included in the text?.....	___	___
5) Does the textbook point out that employers in occupations which formerly hired one sex are now required by law to employ the best qualified candidate regardless of sex?.....	___	___
6) When appropriate, does the textbook include the legal status of men and women, property law and the effect of marriage on property rights?.....	___	___
7) Does the textbook dispel the myth that homemaking is only for females and outside employment only for males?.....	___	___
Textbooks Formerly for Females:		
8) Do textbooks for traditionally female occupations, such as health service or secretarial work, demonstrate that males have the right to pursue these occupations?.....	___	___
9) Do textbooks on family relations, child care, housing, foods and nutrition, clothing selection, construction and design and management stress the personal needs of both males and females in adult life?.....	___	___
10) Do textbooks on marriage and family portray a wide variety of life styles ranging from single adulthood, the traditional marriage relationship and the dual career marriage?.....	___	___
Textbooks Formerly for Males		
11) Do textbooks on mechanical drawing, metals, plastics, electronics, woodworking, construction, machinery and agriculture point out to both males and females the advantages of acquiring training for the labor market and practical skills for daily living?.....	___	___
12) Do the textbooks dispel the myth that tools and power-driven machines are too dangerous for females to learn to use?.....	___	___
13) Do the textbooks demonstrate that females have the right to pursue activities or careers in nontraditional skills where physical strength is required?.....	___	___

How to Use Biased and Stereotyped Textbooks

After identifying bias and stereotypes in textbooks, teachers are inclined to ask, "How can I use these textbooks now?" Perhaps one of the most effective ways to overcome bias and stereotypes in textbooks is to deal with it directly. This means the textbooks themselves should become the topic of classroom discussion and learning activities. One way to increase the students' awareness of bias and stereotypes is to have students evaluate their own textbooks. Students can devise their own criteria or use criteria suggested here or from other sources (21). Having them examine examples of bias and stereotypes in language and pictures will lessen the impact of such information on their attitudes. Some classroom strategies are listed below:

1) At the beginning of the school year, devote one or more classes to analyzing textbooks. (See "Examining Textbooks" in the Teaching Activities section of this source book.)

2) Consider a unit on "Do Words Make a Difference." Have students study the difference between negative, demeaning and neutral language and find examples from their text.

3) Study the meaning of "Bias and Stereotypes." Have students count pictures of males and females and look for pictures of males and females in stereotyped and expanded roles.

4) Ask students to bring in pictures of males and females in expanded roles which might be used to replace illustrations in the texts. The pictures might be displayed on a special bulletin board.

5) Have students compare bias and stereotyping in different textbooks. Ask them to rate the books according to the most and least stereotyped.

6) Have students analyze trade journals and other materials ordinarily used in class. Ask them to edit materials which are heavily biased and stereotyped, eliminating such language.

7) Encourage students to write to textbook and other publishers, explaining how they have analyzed their materials and what they have found. (This might be done in conjunction with an English class.)

"We are willing to share our great thoughts with mankind. However, you happen to be a girl."

--a boy in the story "Curious Annabelle" in the elementary reader Ventures, Bk 4, Scott Foresman.

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Rating Scale for A-V Materials

Part A: Sex Bias

To evaluate sex bias, check each item for Male or Female. If it applies to both, check both columns; if not observed, leave blank.

	Male	Female
1. Does TITLE have male or female connotation?.....	____	____
2. Is NARRATION by male or female voices or both?.....	____	____
3. Does AUDIO (MESSAGE) reflect male or female bias? Male bias means mainly reference to males or famous men, negative remarks about women and women's movement; female bias means mainly reference to females or women's movement or negative remarks about traditional life styles; if neither predominates, check both.....	____	____
4. Do VISUALS portray males more often than females? Or females more often than males? If equal, check both.....	____	____
5. Are MAIN CHARACTERS male or female? If equal, check both...	____	____
6. Are SUPPORTING CHARACTERS male or female? If equal, check both.....	____	____
7. In HOME SETTINGS, are adults seen predominantly male or female? If equal, check both.....	____	____
8. In OCCUPATIONAL SETTINGS, are adults seen predominant male or female? If equal, check both.....	____	____
9. In COMMUNITY SETTINGS, are adults seen predominantly male or female? If equal, check both.....	____	____
10. In SCHOOL SETTINGS, are students seen predominantly male or female? If equal, check both.....	____	____
11. In RECREATIONAL SETTINGS, are participants seen predominantly male or female? If equal, check both.....	____	____
12. Are characters cast in INDEPENDENT ROLES (making decisions, acting autonomously) predominantly male or female? If equal, check both.....	____	____
13. Are characters cast in NURTURING ROLES (giving care and being sensitive to others) predominantly male or female? If equal, check both.....	____	____
14. Are characters cast in AGGRESSIVE ROLES (being dominanting, competitive or leading) predominantly male or female? If equal, check both.....	____	____
15. Are characters cast in SUBORDINATE ROLES (being passive or acting under another's influence) predominantly male or female? If equal, check both.....	____	____

EVALUATION RESULTS. For a percentage score, total the checks for each column, add the male and female totals for a grand total, and then compute percentages for male and female.

Interpret percentages as follows:

If % males equals 50%, the film is balanced.
If % males is greater than 50%, the film is male biased.
If % females is greater than 50%, the film is female biased.

Part B: Sex Stereotyping

To evaluate sex stereotypes, check each item Yes or No; if not observed, leave blank.

	Yes	No
1. Does TITLE have stereotyped connotation?	___	___
2. Is NARRATION predominantly by male voices?	___	___
3. Does AUDIO (MESSAGE) contain frequent reference to males and negative remarks about the women's movement, or frequent quotations, sayings or songs which are male-oriented?	___	___
4. Do VISUALS portray males as good-looking and muscular, and females as pretty, slim and sexy? Are males dressed in dark formal attire and females in pastel dresses or skirts?	___	___
5. Are MAIN CHARACTERS cast predominantly in stereotyped roles?	___	___
6. Are SUPPORTING CHARACTERS cast predominantly in stereotyped roles?	___	___
7. In HOME SETTINGS, are males seen predominantly as breadwinners and females as homemakers and child providers?	___	___
8. In OCCUPATIONAL SETTINGS, are males seen predominantly as leaders and females as followers?	___	___
9. In COMMUNITY SETTINGS, are males seen predominantly as leaders or politicians, and females as followers and volunteers?	___	___
10. In SCHOOL SETTINGS, are boys engaged in math, science, sports, student government, career preparation, and girls in languages, home economics, the arts? Are girls preoccupied with looks, boys, marriage and popularity?	___	___
11. In RECREATIONAL SETTINGS, are males competitive, and females noncompetitive?	___	___
12. Are characters cast in INDEPENDENT ROLES predominantly males?	___	___
13. Are characters cast in NURTURING ROLES predominantly females?	___	___
14. Are characters cast in AGGRESSIVE ROLES predominantly males?	___	___
15. Are characters cast in SUBORDINATE ROLES predominantly females?	___	___

EVALUATION RESULTS. For a percentage score, total the checks for each column, add the yes and no totals for a grand total, and then compute percentages for yes and no.

Interpret percentages as follows:

If % yes equals 50%, the roles in the media are mixed.
If % yes is greater than 50%, the roles are stereotyped.
If % no is greater than 50%, the roles are expanded.

VOCATIONAL INFORMATION AND RECRUITMENT MATERIALS

Both career education materials and informative materials describing available vocational programs help students identify areas of occupational interest and training. A major purpose of career education and vocational program materials is to encourage students to seek more information about possible occupations. In a critical analysis of vocational education for women, however, Steiger stated "Girls are taught that most careers are 'unfeminine' and that women should not expect to have a serious career at all" (p. 12).

If a purpose of career education materials is to stimulate students to seek more information about possible occupations, sex stereotyping and bias in them could discourage students from considering nontraditional occupational areas.

Do career education and vocational information materials stimulate both boys and girls to consider nontraditional vocational training?

____Yes ____Uncertain ____No

Studies indicate many of the nationally distributed career and occupational information materials are sex-biased. One major study on sexism in career education materials is reported by the Educational Products Information Exchange Institute (EPIE). Eighty randomly selected, recently developed and nationally marketed sets of materials for use in kindergarten through twelfth grade were analyzed. The findings included:

- Males dominated illustrations of the world of work 68 percent of the time.
- Males narrated films, records and cassettes most of the time.
- Males and females were usually portrayed in traditionally stereotyped occupations.
- When men or women were presented in nontraditional occupations, they were frequently shown on the sidelines and/or served merely as decoration.
- Materials which attempted to show nonstereotyped situations usually presented many more occupations for men than women.
- Family responsibilities were typically portrayed as women's work, bread-winning the males' responsibility.
- The importance of physical appearance and grooming was frequently mentioned as important for women but very seldom for men.

Other reports analyzing career education materials for sex stereotyping confirm the above, and also report:

- Women and members of ethnic minorities are underrepresented.
- Asian Americans are typically pictured in laboratories.
- Women are usually depicted as smiling while men appear to be absorbed in the serious business of work.

- Men are frequently shown out-of-doors and active while women are seldom shown out-of-doors or physically active.
- Women are frequently portrayed in 'helping' roles while men are not (3, 4).

The following statement from EPIE succinctly summarizes the findings: "Only a small proportion of career education materials supports the effort of females to enter nontraditional jobs and there is almost no support for men seeking to do nontraditional work" (1, p. 71).

To be sex-fair, vocational information and recruitment materials should use sex-neutral rather than sex-specific course titles, occupational titles, and language (i.e."single living"rather than"bachelor living,"'students' rather than 'girls"or"boys"). Qualifications, requirements and placement procedures need to be scrutinized to insure they do not imply different or more difficult standards for one sex than the other. To combat sex-role stereotyping, both Title IX and the 1976 legislation have sections related to recruitment of students and program information.

Steps for designing vocational brochures are provided in the publication Expanding Nontraditional Opportunities in Vocational Education along with some samples (1). There is an example of how materials can be developed to recruit members of the sex who have not enrolled in a program.

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How would you complete the following statement?

Use of sex-stereotypic and biased testing materials is:

___illegal
___undesirable but not illegal
___not an issue of real importance.

Legislation

Federal legislation has declared that sex-stereotyped and biased testing materials are illegal. Title IX of the Educational Amendments of 1972 prohibits (1) the ranking of applicants by sex, (2) the use of sex-based quotas and (3) the administration of sex-biased instruments. Fitzgerald succinctly states the implications of the legislation for occupational and interest measurement:

> "To the extent that sexually stereotypic interest inventories are held to be discriminatory when used in the decision making, guidance or counseling, or occupational/vocational information dissemination process of education, the use of certain interest measures now commonly employed in secondary and postsecondary education is illegal." (5, p. 207).

How many of the following types of tests or inventories do you remember taking at some time in your life?

___General Achievement	___Intelligence	___Occupational Interests
___Personality	___State Regents Exam	___General Interests
___College Entrance Exam	___Miller Analogy	___Graduate Record Exam
___National Teacher Exam	___Civil Service Exam	___Military Service Tests

Purpose

Results from various instruments such as the ones listed are used in making decisions which can have significant impact on our lives. Achievement, intelligence, personality and interest measurements are used in counseling students about occupational and educational plans. Personal files containing students' test results may be used over a period of time for various purposes including employment training opportunities and job placement. Measurement devices are constantly used as a basis for the decisions people make about their lives and the lives of others. If these instruments are sex discriminatory, stereotypic or biased, the results can limit or negatively affect people's choices and decisions.

Sources of Stereotyping

There are many ways in which tests can discriminate against either or both sexes. Different forms and/or norms for each sex is an obvious

discriminatory practice. Other more subtle biases include the basic assumptions of test developers, the terms and content used in test items, the manner in which tests are administered, and the way manuals, student report forms and professionals report and interpret results.

Development: What would your reaction be to taking an intelligence test that had been developed by people who believe reading speed or an ability to speak Latin were indicators of intelligence? You would probably reject the tests as unfair and biased. Similarly if test makers blindly accept narrow sex-role definitions, their biases can be reflected in all elements of the tests. If one accepts the premise that certain characteristics, activities, interests and occupations are exclusively masculine or feminine, that prejudice can influence the selection of content, development of forms, norming and interpretation of results. The use of measurement devices that contain obvious and subtle sex stereotyping for research purposes has reinforced sex-role stereotypes (9, 13).

> How would you react if most items on an interest survey you were responding to mainly referred to boys? As an example:
>
> Which would you like to do?
>
> ___Spend a day with a newsboy?
> ___Interview a boy who had an interesting invention?
> ___Observe a salesboy selling products?

Terms: If the word person was used instead of boy, would the items seem more relevant? Just as "boy" implies youth, gender-specific terms such as "man," "male" and "he" can imply the "correct" sexual identity for the person responding to the item. Tanny concluded that gender-specific labeling of activities, interests or occupations "may influence the responses people make to questions about vocational or vocationally related interests" (p. 93). Analyses of popular achievement tests have demonstrated that there is a predominant use of masculine terms in them. Male terms were used up to 14 times more frequently than female nouns and pronouns, generally with increased frequency in test batteries for higher grade levels (10, 15).

For sex fairness, gender neutral words such as "they," "their" and "them," "person," "human," "mailcarrier," "homemaker," "police officer" and "salesperson" should be used. (Over 50 of the job classification titles in the occupational classification system of the Bureau of the Census which implied sex stereotypes have been revised.)

Content: Examples and activities used for item content can be sex-stereotypic. Saario et al. reported achievement tests portrayed women almost exclusively as homemakers or in pursuit of hobbies, and young girls as mainly involved in feminine stereotyped activities with stereotyped characteristics and behaviors; though men and boys were portrayed in a wider range of activities, male-stereotyped characteristics were reinforced.

> "In numerous activity-centered items, boys are shown playing, climbing, camping, hiking, taking on roles of responsibility of leadership. Girls help with the cooking, buy ribbon and

vegetables, and when participating in any active pursuit, take the back seat to the stronger, more qualified boys. (e.g., Buddy says to Clara, "O.K., I guess it's all right for us boys to help girls. I've done some good turns for girls myself, because I'm a scout.") (15, p. 22).

In achievement tests, most short bibliographies were found to be about men; they downgraded the traditional female role, almost always portrayed teachers as women and invariably presented prestigious professionals (such as doctors) as males.

How would you react if your scholarly teen-age daughter or sister who wanted to be a research biologist was provided with information about her occupational interests from an inventory that did not consider that being a biologist was a possible occupation for women? That instead, teaching biology was indicated as an occupation she might consider.

My reaction would be_____

Forms: Though achievement and intelligence tests have typically not been based on sex-separate criterion groups, 16 percent of all interest inventories in the 1965 and 1972 editions of Buros' Mental Measurement Yearbooks had separate forms for males and females (7).

Two of the most widely used occupational interest inventories, the Kuder Occupational Interest Inventory and Strong Vocational Interest Blank, are replete with examples of sex stereotyping and bias. The Strong Vocational Interest Blank was cited for sex bias by the American Personnel and Guidance Association because it contained gender-specific items such as "Do you like stag parties?," used separate test forms for males and females, provided substantially different lists of occupations for each sex, and portrayed women's occupations as generally being of lower status and salary. An analysis of the male and female forms (8) found each form had approximately 40 percent of its items unique to that sex. Due to different forms, boys were denied the opportunity to express interests related to occupations such as airline steward, entertainer, and nurse. Girls were denied the opportunity of considering professions such as biologist, architect, psychiatrist or physicist. As a result of widespread criticisms, revised versions of the tests are now available. Though the new Strong-Campbell Interest Inventory (1974) and revised Kuder Occupational Interest Inventory have responded to many of the criticisms, the unrevised forms are still available for use.

Norms: Even when the same form is used for both sexes, separate norms may be used and/or some norms may not be available for both sexes. This is true of the Kuder Occupational and Ohio Vocational Interest Surveys, Vocational Preference Inventory and Strong Vocational Interest Blank. As an example, the Ohio instrument has not made the Machine Work norm available to women. Numerous personality inventories also provide different norms for each sex. The use of different forms and/or norms tends to prevent one sex from considering characteristics, interests and occupations common to the other sex and thereby perpetuates sex-stereotyped ideas and expectations (8).

Due to the time and cost involved in developing tests and establishing norms, it may be difficult to reflect societal factors of today, and without eliminating sex stereotyping, impossible to include what might be, especially in respect to occupations (6). The National Institute of Education's publication, Issues of Sex Bias and Sex Fairness in Career Interest Inventories (3) is recommended for discussion of the theoretical and empirical factors involved in separate or combined forms and norms.

Manuals; Administration: Manuals consistently use male pronouns in reference to counselors and persons using and taking occupational and interest surveys. Upon examining manuals for four well-known interest inventories, Birk concluded "They contain both explicit suggestions and implications, which, if followed by the counselor could have deleterious effects on women clientele" (2, p. 107). A change in the kind of directions given to females taking the tests had resulted in different occupational preferences. Studies in which females were given instructions which reduced the home-career conflict or in which they were told to respond as if they were males and had the same career freedom as a male, resulted in reversal of interests, more "masculine" interests and higher occupational scores (2, p. 107-8).

Manuals and materials for student use have typically not dealt with the topics of sex-role stereotyping as it relates to work and other interests, neither have the materials considered conflicts between careers and traditional sex-stereotyped expectations for women. Verheyden-Hilliard recommends that student interpretive materials contain a discussion of the "new" concept of women and provide adequate information so the student is not completely dependent upon the counselor. Stebbins et al., provides excellent recommendations for providing sex-fair guidance.

IS A 5'10" WOMAN A FREAK?

The average height of adult men is 5'9", of adult women 5'6". The range in height for both is from under 5' to over 6'.
Which of the following statements are true?

___1. The average difference in height between men and women is 3".
___2. The range in height for both sexes is over 12".
___3. Some men are shorter than women of average height.
___4. Some women are taller than men of average height.
___5. The range of height for either sex is greater than the average difference between the sexes.

Which of the statements emphasizes the differences between the sexes?___.
The variability for both sexes?___.

Interpreting Reported Differences Between Sexes

All of the statements are true, with the first one emphasizing the difference between the sexes. The last statement emphasizes that the large range in height for each sex is greater than the average difference between the sexes.

Why are measured differences between the sexes consistently emphasized rather than the similarities? Sex is an obvious category of analysis that has been defined as "relevant" by society and science. In an exhaustive review of studies on sex differences, Maccoby and Jacklin (1974) stated many of the findings were by-products of research on other topics. These usually are reported due to interest in sex differences; similarities are not likely to be reported.

The reporting of differences between the test means of males and females can be misleading; they often result in oversimplified generalizations. The range and variability within each sex is generally so large that making judgments based on differences between means for the sexes should be done with great care. In a summary on sex differences, Teitelbaum concluded:

> "First, most of the evidence describes aggregate differences, with very extensive overlap between male and female attributions. Hence no justifiable conclusions about an individual's characteristics can be reached on the basis of these aggregate findings. Second, the results must be recognized to be time- and culture-bound... (p. 227)."

In a review of research on sex differences, Tyler concluded "The universal finding is that for all traits measured, within-sex differences are greater than between-sex differences (p. 1220).

What factors would you consider in selecting or developing a test?

Guidelines

In this section, a set of general guidelines is included to evaluate tests for sex fairness. Some of the items could be applied to teacher-developed tests. More specific and detailed ones are available in the form of the National Institute of Education guidelines for assessment of sex bias and fairness in career interest inventories (4). Though not specifically for sex fairness, certain sections of the American Psychological Association Standards for Educational and Psychological Testing and the National Vocational Guidance Association guidelines are applicable. The Scott, Foresman and Company Guidelines for Improving the Image of Women in Textbooks is useful for examining terminology, content and pictures. Stebbins, et al., provides detailed recommendations and guidelines along with an extensive discussion of sex fairness in career interest inventories.

"As soon as I see 'all women were...' or 'all men did...' in word or argument, or inference, part of me withdraws skeptically and wonders, Did they now? Every last one? And I'm lost to the point being made, a hopeless recruit in the marching army."

--M. Murray

Fact Sheet on Sex Stereotyping in Achievement, Personality and Interest Measurement

Title IX legislation prohibits use of any interest or occupational inventory for appraising or counseling students that requires or permits differential treatment on the basis of sex.

Sex discrimination, stereotyping and bias found in measurement instruments has been due to:

- procedures used for developing instruments
- specific terms used in items
- content or examples used for items and responses
- procedures for administering an instrument
- separate sex forms
- separate sex norms
- manuals for interpretation of results

In an analysis of 27 achievement test batteries from seven major test publishers:

- All but one had a higher ratio of male to female nouns and pronouns.
- Two to 14 male nouns or pronouns for every one female noun or pronoun was found for 19 batteries.
- The ratio usually increased with grade level.
- Males were portrayed mainly in traditional male activities.
- Women were portrayed almost exclusively as homemakers or in pursuit of hobbies.
- Young girls were usually involved in household, indoor, stereotyped activities.
- Various items implied the majority of professions were closed to women (10).

An analysis of 29 achievement test batteries for nine major test publishers replicated the above results and also found:

- Most biographies were about men.
- Male sex-stereotyped behaviors were reinforced when males were shown condescending toward females.
- Content bias in favor of males appeared to be a function of content selection rather than language usage (15).

College Admission Testing Program materials tend to show the same biases as achievement tests, and manuals and student booklets used in interpreting results usually portray the college candidate as a male (15).

Personality tests such as the Minnesota Multiphasic Personality Inventory and the California Psychological Inventory are listed in previous Buros' Mental male versus female scores (4).

Differential treatment of the sexes in the development of occupational and interest inventory scales with separate forms and norms has:

- limited both sexes from being provided a complete picture of their interests
- perpetuated traditional career patterns for both sexes
- excluded each sex from some occupations included for the opposite sex (12).

Frequently used interest inventories have had separate norms for males and females. These have included the:

- Strong Vocational Interest Blank
- Kuder Occupational Interest Survey
- Ohio Vocational Interest Survey
- Vocational Preference Inventory (7).

The Strong Vocational Interest Blank also limited the number of occupations presented to women, had a different form for each sex and used an antiquated masculinity-femininity scale for interpretation of results.

The Kuder Occupational Interest Survey provided 57 occupations for females, 20 less than the number provided for males and did not include prestigious professions for women in the college major scales (13).

These criticisms have been attended to with a new interpretive leaflet for the Kuder Occupational Interest Survey (Form DD) and a new Strong-Campbell Interest Inventory, but the former materials are still in use.

Manuals for interpreting results of occupational and interest inventories:

- have been oriented towards males
- frequently have had subtle implications that could bias counselors when interpreting results for females
- have not dealt with the effects of sex-role stereotyping on occupational choices (15).

In experiments where special instructions were given to females to reduce the effect of sex-role stereotyping and role conflict on their responses:

- they reported different areas of occupational interests
- their scores on occupational scales increased (2).

General Guidelines[1] for Selection of Sex-Fair Measurement Devices

The first ten guidelines apply to selecting sex-fair achievement and intelligence tests and personality, occupational and basic interest inventories. The additional two are specifically for personality or occupational and interest inventories.

Terms

1) Do specific items in the tests and inventories use gender-neutral terms such as "their," "they," "people" and "humans" rather than "he," "him," "men" and "mankind"?

Items

2) If gender-specific content or examples are used, as "a woman drives 40 miles..." "a man purchases 3 pounds of meat at...";

   a) are both sexes equally represented?

   b) are both sexes represented in a broad variety of activities rather than stereotyped ones?

Forms

3) Is there a common form for both sexes?
   If not,

   a) is it shown empirically that the separate forms are more effective in minimizing sex bias?

   b) are items on the separate forms gender-neutral, are both sexes equally represented, and represented in nonstereotyped activities? (See 1 & 2 above).

   c) are there instructions on how to use both forms with both sexes? (This is recommended to reduce sex-stereotyping effects when there are separate forms.)

Norms

4) Are the norms the same for both sexes?
   If not,

   a) are both sets of norms used with both sexes for interpreting results?

   b) are they reported in a way that minimizes rather than maximizes differences between the sexes?

   c) is there a justification for separate norms that is not based upon sex-stereotyped beliefs, attitudes and past expectations?

5) Are the norms for reporting and interpreting results based on:

   a) fairly recent data?

   b) representative and appropriate samples that include both males and females?

Manual

6) Does the publisher/author explain how they have attempted to eliminate sex bias?

7) Does the manual discuss and caution against possible environmental, social, cultural and user biases?

8) Are directions for administering the instrument free of sex-specific examples and references that could influence respondents?

Manual and Student Report Form

9) Are the discussions and examples provided for interpreting results gender-neutral, balanced and nonstereotyped? (See 1 & 2.)

10) Will the student report form reduce rather than reinforce sex-stereotyped expectations? (i.e., Are ranges and variability explained rather than "On the average, women have higher verbal scores.")

Personality Inventories

Will interpretation of results reduce rather than reinforce sex-stereotyped norms, expectations and characteristics? (i.e. Can both sexes indicate high concern for others without that concern being interpreted as a feminine rather than humanistic characteristic?)

Occupational and Basic Interest Inventories

Will interpretation of results expand options, provide broad rather than limited areas of interest and encourage freedom of choice? (i.e., Is an area of interest related to a variety of activities rather than sex-stereotyped ones? Will a male with interests related to the medical profession be provided with occupational options such as nursing and medical technician?

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[1] Sources of more detailed guidelines are presented in the discussion of this topic.

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"Our society needs men who are not limited to the so-called tougher masculine characteristics of aggressiveness and dominance. It needs men who are capable of showing the more 'feminine' traits of warmth and sensitivity to others."

--Dr. Stanley F. Yolles

V. TEACHING FOR EXPANDED ROLES

Selecting Classroom Activities
Guidelines for Teaching About Sex Stereotyping and Expanded Roles
Classroom Activities

LIST OF CLASSROOM ACTIVITIES

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*Indicates an accompanying student activity sheet.

Student activity sheets are coded SAS.

SELECTING AND USING

CLASSROOM TEACHING ACTIVITIES

Quickly complete the following sentence as if you were speaking to a group of adolescent boys.

"As an adult, you may have the responsibility of_____ a family."

How would you complete the sentence if speaking to a group of adolescent girls?

For most of us, the words 'providing for' or 'supporting' complete the sentence when we direct it toward boys and 'raising' or 'caring for' complete it when we address girls. Twenty years ago such responses may have seemed realistic. Most adolescent boys were expected to be the sole breadwinner for a family even when they were unsure of their career goals; most adolescent girls were expected to be a mother and homemaker. For many of them, now 20 years older, their roles and responsibilities have extended beyond those expectations. Over half of the women are in the work world, contributing to family income, and many of the men are participating significantly in parenting and homemaking roles. Today, nine out of ten adolescent girls can expect to be employed; most will be breadwinners as well as mothers and homemakers.

With the rate of change accelerating in almost every aspect of society, what role or roles should we prepare today's students for? Can we predict what their roles will be? Since crystal balls tend to be unclear and inaccurate, teachers are put in the position of having to make a value judgment.

Is it best to prepare students for roles as they:

___were in the past? ___are in the present? ___could be in the future?

If you checked the middle or last response, you are probably already teaching for expanding roles and should find some of the suggested teaching activities useful. The activities provide ways for teachers to help adolescents expand their concepts of what their work and family roles may be.

Explanation of Activities

General Format: The suggested teaching activities can be used with various vocational courses which prepare students for the world of work and/or family living. One or more of each activity's purposes is related to the general goals of vocational education, such as the value of work, seeking and obtaining employment, the use of equipment, the sense of responsibility, and interpersonal relations. Each activity also has at least one purpose related to sex stereotyping and/or expanding role expectations. Thus, an awareness of sex stereotyping can be integrated with a course's usual subject matter.

The listing of materials, procedures and the student activity sheets, when provided, are intended to be guides rather than rigid prescriptions on how to use each activity. It is anticipated that teachers will pick and choose, adapt and expand upon the ideas presented here and develop personal strategies on how to use the activities with their classes.

Selecting Activities: The more detailed activities are presented under four headings (introductory, work, family, and self). Neither the headings nor the arrangement of the activities under each heading should be considered sequential. Many of the activities under any one heading, in fact, can be easily adapted for use with other headings or topics, and several, such as "Financial Facts of Life" or "Expanding Lifetime Role Expectations" can be used in discussions of several of the topics.

Introductory Activities will help provide students with an overview of a course ("Examining Textbooks" or "Introduction to Tools and Equipment") while also introducing them to the concept of sex stereotyping. These activities will also help teachers get to know their students. Activities such as "What Can I Do," "Work Force Quiz" and "Once Upon a Time" can be used to emphasize the importance of occupational preparation.

Activities Related to the World of Work will increase your students' awareness of job opportunities for specific occupational training, help them appreciate the dignity of work and the importance of personal qualities in employment. Many of these activities will increase course relevancy by relating course work to actual employment while also providing an opportunity for an increased awareness of sex stereotyping.

Activities for Family Roles and Responsibilities will help prepare students for assuming family responsibilities. Other activities as the "Once Upon a Time" introductory activity, can also be used for exploring future expectations about family and occupational roles.

Activities for Self-Understanding deal with the students' personal feelings about themselves, how society tends to stereotype roles, and how stereotyping can negatively affect behaviors, attitudes, and self-expectations.

Additional Ideas is a collection of classroom activities and projects students might do independently or in small groups. Some of these could be used as projects in student organizations, such as FFA, FHA, HERO, FBLA, etc.

"'His' and 'hers' should not divide the world, which is 'ours.'"
--Mary Calderone, American physician,
(20th Century)

GUIDELINES FOR EFFECTIVELY TEACHING

ABOUT SEX STEREOTYPING

1. Examine the model you provide for students.

Frequently teachers are not aware that they serve as models for students and that they can significantly affect students' attitudes and behaviors. Are you satisfied with the model you present to your students? Is that model free of sex-stereotyped behaviors? Perhaps you have already responded to the "Checklist for Sex-Fair Teaching Behavior." If not, you may want to self-assess the model you provide your students.

2. Identify your students' awareness of sex stereotyping and their role expectations.

Initial information about a class can help identify topics of interest and sensitivity as well as provide a basis for introducing the topics of sex stereotyping and role expectations to students. Student awareness, attitudes and expectations can be informally assessed through discussions, use of one or more of the introductory teaching activities or a short questionnaire. A questionnaire has the advantage of providing anonymous responses which might not otherwise be given. Questions might include asking students how they would feel about being a person of the opposite sex (boys tend to react negatively, girls positively), and why they would or would not want to be a member of the opposite sex. Additionally, questions can be developed to find out how many students live with one parent, how many of their mothers are employed outside the home, how many students have occupational plans, how many expect to marry, how many do not feel a wife should work, etc. Initial information can be compared to information later in the year to determine if students' attitudes and role expectations have expanded.

3. Teach for attitudes as well as knowledge and skills.

In addition to teaching knowledge and skills, vocational education also aims to develop attitudes which are important for employment, such as pride in work and sense of responsibility. Attitudes such as these are recognized as being closely related to the students' feelings about themselves. Teaching about sex stereotyping and expanding roles can help students to understand their feelings about themselves, others and work. Opportunities to explore the personal meaning of the course content by relating it to self-expectations and attitudes can increase students' interest about the subject matter.

4. Integrate the concepts of sex stereotyping and role expectations with regular course content.

A major attraction of vocational education has been its obvious relevance to both the present and future lives of students. Sex-role education must have the same relevance. If the teaching about sex stereotyping and role expectations is not related to other content, students will not perceive its relevance. In preparing students for assuming work and family roles, vocational education provides a logical context for developing a personal understanding of sex-role stereotyping; it can be integrated with appropriate course topics in order to enhance students' interest in and understanding of how sex-role stereotyping can limit career and family aspirations.

Develop an understanding of stereotyping as the basis for increasing expanded role expectations.

Students must understand the adverse effects of sex-role stereotyping and sex bias on their lives in order to be free to perceive a wider range of career options and role expectations. By helping students understand how sex stereotyping affects them, students can discover how occupational and family roles can be appropriate for both sexes.

6. Create a classroom climate that encourages students to examine sex-stereotyped assumptions, attitudes and expectations.

Adolescents are especially sensitive to criticism and rejection by peers and teachers. To explore sex stereotyping and role expectations, they need to feel they can safely express attitudes and assumptions. Students' attitudes and feelings about sex stereotyping should not be labeled as right or wrong. For each person, feelings and attitudes are a result of individual experiences which give them personal validity. If a student, who expresses the idea that all girls should plan to have a career, is told he is 'right,' others who may have different feelings and ideas on the topic can interpret this as meaning their ideas and feelings are 'wrong.' If a student who expresses the attitude that a woman's place is in the home is told he is 'wrong,' he may close the door to further discussion and exploration of the topic. Students should not be required to verbally express their personal feelings and ideas. This helps create a nonthreatening climate by protecting students from having to share personal feelings and ideas until they feel they won't be rejected. If students are questioned about their ideas and feelings rather than judged on the basis of them, they will be encouraged to share and discuss ideas and feelings.

7. Focus on human liberation rather than liberation of one sex.

Many males and females tend to react negatively to an extreme or one-sided view of discrimination and stereotyping which focuses only on women. Because of the publicity the women's movement has received and the availability of materials with the feminist viewpoint, women's liberation can easily become the perceived or actual focus. Sex discrimination and stereotyping deals with the personal beliefs, ideas, biases and actions of people and can cause people to be defensive. Many people think they have to 'choose sides' and that in choosing 'the side' of women's liberation they must reject or minimize males as individuals of worth. It is essential to develop an understanding among students that sex-role stereotyping is a cultural phenomenon that restricts the human potential of both sexes. The teacher's challenge is to provide balance and establish the topic as a human problem rather than that of one sex.

8. Determine students' reactions to the topic during and at the end of the course.

A teacher may obtain valuable indicators of student reactions to the topic by using informal assessment techniques similar to the ones suggested for initial assessment of student attitudes. Student responses to short open-ended questionnaires can help a teacher determine if an open, accepting climate has been created or if students of either sex are being 'turned off' or reacting negatively to the topic or activities.

Near the end of a course, student responses can determine the teacher's effectiveness in incorporating the topic into the course. Do they reject sex stereotyping as the norm for work and family activities? Are they able to identify subtle forms of sex stereotyping and bias? Do they point out examples of bias to their peers and teachers? Do they perceive more occupational and family options than they did at the start of the course?

1. EXAMINING TEXTBOOKS

Recommended for first day of class

Purpose:

1) To introduce students to the textbooks and content of the course.

2) To determine what topics are of greatest interest to students.

3) To increase students' awareness of stereotyped images found in textbooks.

4) To help students think about textbook stereotyping and determine whether it influences their own thinking and behavior.

Materials:

Student activity sheet and textbook(s) to be used in the course. Textbook references from the library may be included.

Procedure:

1) Distribute a textbook and activity sheet to each student. Ask them to complete the activity sheet independently.

2) When students are finished, initiate a discussion with questions.

   a) What subjects in the textbook interested you?
   b) What would you like to see covered in the course that is not in the textbook?
   c) What are boys pictured doing? (List on board)
   d) What are girls seen doing? (List on board)
   e) Is there any pattern to what boys are doing in all the textbooks? To what girls are doing?
   f) What activities do both boys and girls do?
   g) Does this show life as you see it?
   h) What things do you do that only the other sex is shown doing?
   i) Does this "textbook image" help influence who does or does not enroll in a course?
   j) How do these textbook images reinforce your ideas and behavior about certain things?
   k) Were you more interested in the activities pictured for your sex than you were in activities for the other sex?
   l) Did you have any interest in the activities pictured for the other sex?

Variations or Follow-up:

See suggestions given in the section on textbooks.

EXAMINING TEXTBOOKS

Name of Textbook_____

1. What are the subjects covered in this textbook?

2. Which subjects have you never studied before?

3. Which subjects have you studied before?

4. What interests you the most?

5. What interests you the least?

6. Select any 10 consecutive pages. How many males are in the pictures on these pages? _____ How many females? _____

7. In the pictures, what activities are the girls doing?

8. In the pictures, what activities are the boys doing?

9. What activities are both seen doing?

"We hold these these truths to be self-evident: that men and women are created equal..." --Seneca Falls "Declaration of Sentiments and Resolutions," July 18, 1848)

2. WHAT CAN I DO?

Purpose:

1) To show students how they may be limiting themselves if they will not participate in activities they believe are for the other sex.

2) To encourage students to take courses and do things that are no longer limited to one sex.

Materials:

Student activity sheet.

Procedure:

1) Distribute the activity sheet and have the students work independently on it.

2) When students have finished, try to get a class profile of what activities the class feels are Masculine, Feminine or Both. You might list them on the board under the three headings.

3) Initiate discussion with questions.

   a) What makes an activity Masculine? Feminine?

   b) How many of these activities would you not do?

   c) Do you feel that you cannot participate in any of them because of your sex? Make a list of those activities.

   d) Why does your sex prevent you from doing these things?

   e) Have you seen both boys and girls in any of these activities? Which ones? How do you feel about that?

   f) Do you wish you could do all these things? Why or why not?

   g) Should both boys and girls be encouraged to play sports?

   h) Should boys and girls be allowed to participate in sports together?

WHAT CAN I DO?

1) Check off all the things you would not do in the first column.

2) On each line in the second column, write M if you think the activity should be only for males, F if you think the activity should be only for females, and B if you think both males and females can do it.

_____	_____	work out with weights
_____	_____	knit
_____	_____	wash dishes
_____	_____	help inside house
_____	_____	help outside house
_____	_____	take shorthand
_____	_____	cook
_____	_____	become a candystriper
_____	_____	take care of children
_____	_____	try out for cheerleading
_____	_____	play football
_____	_____	wrestle
_____	_____	play basketball
_____	_____	play baseball
_____	_____	work for a woman
_____	_____	have a paper route
_____	_____	take home economics
_____	_____	make your own clothes
_____	_____	take an auto mechanics course
_____	_____	mow lawns for money
_____	_____	build a treehouse
_____	_____	bake for a bake sale
_____	_____	try to carry something heavy
_____	_____	work with power tools
_____	_____	learn to embroider
_____	_____	change a tire
_____	_____	learn about electricity
_____	_____	get a construction job
_____	_____	take drafting courses
_____	_____	change the oil in a car

1) How many activities would you not do? _____

2) How many did you give an M? _____

3) How many did you give an F? _____

4) Of the activities that you would not do, how many did you rate for the other sex? _____

5) Of the "other sex" activities, what are your reasons for not wanting to do them? _____

3. WORK FORCE QUIZ

Purpose:

To increase student awareness of the importance and extent of women in the work force.

Materials:

Student activity sheet and the U.S. Department of Labor fact sheets "Twenty Facts on Women Workers" and "The Myth and the Reality", from the section on the labor force.

Procedure:

Students may be asked to complete the activity sheet in any of the following ways:

1) As an introduction to a section on the labor force, students will not have received the answers in class and their prior knowledge and attitudes may be assessed. When completed, students may be given the fact sheets and asked to check the answers themselves.

2) As an exercise during a unit on the labor force, students may be given both fact sheets and the worksheet and asked to read the fact sheets and complete the worksheet.

3) As a final evaluation for a unit on the labor force, students may complete the worksheet in order to check the knowledge they now hold about women in the labor force. When completed, students may be given the fact sheets and asked to check the answers themselves.

Answers:

1. T
2. T
3. F
4. F
5. T
6. F
7. F
8. T
9. T
10. F
11. F
12. F
13. T
14. T
15. F
16. T
17. F
18. T

WORK FORCE QUIZ

1) _____ Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

2) _____ A majority of women work because of economic need.

3) _____ Women have a much higher absentee rate from their jobs.

4) _____ Recently, more women are leaving work for marriage and children.

5) _____ Job requirements are usually unrelated to sex.

6) _____ The sole supporter for the majority of families is male.

7) _____ The average woman worker is slightly less educated than the average man worker.

8) _____ Fully employed women who are high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

9) _____ Today more than half of all women between 18 and 64 years of age are in the labor force.

10) _____ A majority of women who leave work to have children never return to their job.

11) _____ The single woman usually works less than 25 years in the labor force.

12) _____ Women have a much higher turnover rate in labor than men.

13) _____ Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.

14) _____ Less women are offered positions of responsibility than men.

15) _____ The employment of mothers leads to juvenile delinquency.

16) _____ Most men who have worked for women supervisors do not complain about working for a woman.

17) _____ The number of working mothers who have children under 18 has not increased since 1940.

18) _____ The average woman worker earns less than three-fifths of what a man does, even when both work full-time.

4. INTRODUCTION TO TOOLS AND EQUIPMENT

Purpose:

1) To introduce students to equipment that will be used in the course.

2) To encourage the safe use of tools and equipment.

3) To encourage both males and females to use all the equipment available in the course.

Materials:

Tools and equipment to be used in the class, or a series of pictures from magazines and catalogs of equipment used in occupations. (These may be selected depending upon the occupations this course is preparing students for.) Students may be asked to find the pictures.

Procedure:

Show the pictures or equipment quickly to the class. Explain what the item is, what it is used for, and any safety precautions that should be observed. Show the students the instruction booklets and have them read the directions for use and the safety sections for each tool or piece of equipment. Have the students write down the name of each item as it is being explained. When finished, have them go through their list of items individually and quickly jot down whether they feel the item is masculine, feminine, or both. Their first impression is important. Answer any further questions they may have on the equipment and then discuss their impressions.

a) What safety precautions do you have to take with this equipment?

b) Which of these precautions are dependent on physical size and strength? Previous experience and skill?

c) Which items did you characterize as feminine? As masculine? As both? Why?

d) Would you use equipment you have catagorized as "belonging" to the other sex for your own purposes? State reasons why or why not.

e) Should there be different safety standards for equipment identified as "masculine" or "feminine"? Why?

5. FAMOUS QUOTES

Purpose:

To familiarize students with "typical" adult attitudes concerning roles.

Materials:

A collection of quotes by famous people relevant to career expectations or relationships of males and females.

Procedure:

Any of the following ideas may be used.

1) Have the students (individually or in groups) choose a quote they think they can defend and write it on a poster. Display the posters around the room. Have the students stand by their own quotes and defend them before the rest of the class as those who disagree with the quote voice their opinions

2) Have the quotes written on construction paper with space left for comments. (They may also be written on envelopes with slips of paper provided to put inside). Pass them around the room so students may read them and write down comments. Discuss the differences in opinion.

3) Have the students discuss or role play how they would respond if their employer expressed an idea similar to one of the quotes. Use several quotes.

QUOTES:

1) "I want a wife to come home to, not with." (Danny Thomas)
2) "Men are women's playthings; woman is the devil's." (Victor Hugo)
3) "I am woman, I am strong, I am invincible." (Helen Reddy)
4) "The female of the species is more deadly than the male." (Rudyard Kipling)
5) "The choice women make is not whether to work, but where to work." (Business & Professional Women)
6) "The deepest tenderness a woman can show to a man is to help him to do his duty." (Mulock)
7) "Women are ever in extremes; they are either better or worse than men." (Bruyere)
8) "Nearly every folly committed by woman is born of the stupidity or evil influence of man." (Michelet)
9) "Woman knows what man has too long forgotten, that the ultimate economic and spiritual unit of any civilization is still the family." (Clare Booth Luce)
10) "It is the general rule, that all superior men inherit the elements of superiority from their mothers." (Michelet)

6. ONCE UPON A TIME

Purpose:

1) To help students think about their preparedness for the world of work.

2) To create awareness of stereotyped role expectations. (This activity is not intended to be an accurate tool for measuring the ability of the student to perform in today's world. It is a kick-off activity to capture the student's interest and create initial awareness of sex-role stereotyping).

Materials:

Copy of "Cinderella" story with appropriate check-off sheet for each female student.

Copy of "Prince Charming" story and appropriate check-off sheet for each male student.

Copy of scoring.

Procedure:

Distribute one copy of either the "Cinderella" or "Prince Charming" story (depending upon sex) to each student. Depending on the students reading level, the story may be read aloud to the class, or silently by each student.

After students have read the story they should complete the second sheet by checking off each item applicable to them.

When completed, ask students for their interpretation of their responses. Then read and discuss the scoring.

Scoring: FEMALES

If you checked items 1, 5, 10, 15, 20 and 25 you are only prepared to live in Never Never Land and may be in serious trouble. You refuse to admit that you will have to work, ignoring the fact that nine out of 10 high school girls will work in the future. In fact, more than half of all women between 18 and 64 years of age are presently in the labor force. Wake-up! Prince Charmings are hard to come by and, even if you find one, he may not remain charming for ever and ever. You need to start giving serious thoughts to the job training available to you in high school and you should consider the careers that open up to you after the training. Don't wait for your "Once upon a time" dreams to be shattered.

If you only checked items 3, 7, 9, 14, 18, 21 and 23 you are probably very capable of managing a home but you do not think you will have to work once you are married. How wrong you are! Most likely you will work for about 20 years of your life. You have probably explored the traditional job training courses but none of the others. Be sure to explore them all!

ONCE UPON A TIME (continued)

Scoring: FEMALES (continued)

If you only checked items 2, 4, 6, 8, 11, 12, 13, 16, 17, 19, 22 and 24 you have explored traditional stereotypes (Yea!) and may find yourself capable of handling certain jobs. However, you do not think you will have to manage a home. You've given your future some thought but you still have to do some more thinking. You need to give serious thought to learning how to take care of yourself.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25 you deserve a round of applause. You are ready to take on the world. You can manage a home and a job. You have explored all kinds of job training, made a career decision, and have not been limited by traditional stereotypes. You are a person with an expanded expectation of your own personal, family, and career life. Congratulations!

Scoring: MALES

If you checked items 1, 5, 10, 15, 20 and 25 you are expecting to slip the glass slipper on a woman's foot someday and then live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by (and then change when they find out what a drag it is). You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself. It would be a good idea for you to leave "Once upon a time" land and gain a more realistic and expanded view of men and women in today's world.

If you only checked items 3, 7, 9, 14, 18, 21 and 23 you don't believe in glass slippers so what are you waiting for? You realize that women have as much need for a career as men so who will do the cooking and cleaning? You plan to take care of yourself, but how? You have an expanded view of men and women but action speaks louder than words. Consider enrolling in a cooking or child care course.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25 - let's hear it for you. You are ready to take on the world. You know about all kinds of high school job training including home economics. You cannot only handle a job but will be able to take care of yourself. You realize that if you choose to be with a woman she will probably have a career too. You are on your way to being a liberated man. Congratulations!

Follow-up activity:

This might be the "Work Force Quiz" and/or using the Labor Force Fact Sheet.

Adapted from Equal Vocational Education project, Center for Human Resources, University of Houston, 1976.

CINDERELLA

Once upon a time there was a fair young maiden. Her name was Cinderella. She lived with her stepsisters and stepmother, and was responsible for all the cooking, cleaning and other chores around their home. Although it was a modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. Then she was miraculously discovered by the Prince and went with him to live in the castle. She ran the castle and raised their children. She preferred to stay home in the castle although there were job opportunities in the kingdom's castle construction company and a local sword repair shop. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. The Prince and Cinderella lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Have times changed? Complete the checklist and you'll see. Check (✓) off each item that applies to you.

___ 1) Graduating from high school is not important.
___ 2) I'm not afraid to be the only girl in any class.
___ 3) I know how much money it takes to feed a family of four for a week.
___ 4) I stand up for myself.
___ 5) I think woman's place is in the home.
___ 6) I have career plans.
___ 7) I can wash clothes.
___ 8) I am informed about EEOC.
___ 9) I can raise children.
___10) I cannot manage money.
___11) I demand equal pay for equal work.
___12) I read newspapers and news magazines.
___13) I can list 20 different jobs open to women.
___14) I can cook.
___15) I prefer love stories and movie magazines.
___16) I have investigated <u>all</u> high school job training courses including woodworking and welding.
___17) I can fix a flat tire.
___18) I know how to care for a baby.
___19) I know about apprenticeship programs.
___20) I don't worry about the future.
___21) I can sew.
___22) I plan to have a skill before marriage so that I can always get a job.
___23) I can clean.
___24) I think I can do any job a man can do, as long as I receive the proper training.
___25) I expect to marry and expect my husband to be the breadwinner.

PRINCE CHARMING

Once upon a time there lived a fine young man named "Prince Charming." He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never had to do "castlehold" tasks; those were taken care of by young maidens. (So he never made an attempt to learn to do such things.) Each morning Prince Charming would ride off to fight dragons. He was chivalrous, adventuresome and brave. Eventually the Queen felt that Prince Charming should find himself a young woman to be his wife. So Prince Charming set out to find the woman of his dreams and fell madly in love with someone named Cinderella. Now Cinderella was not only sweet and beautiful but took care of the castle. After all, she had been responsible for all the cooking, cleaning and other chores around her family's home. The Prince felt he had made a wise choice. They were married and the Prince continued to go off and fight dragons while Cinderella stayed home and ran the castle and raised their kids. Their life continued in this fashion and they lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by age 35.

Have things changed? Complete the checklist and you'll see. Check (✓) off each item that applies to you.

___ 1) I expect to be the sole breadwinner of my family.
___ 2) I can cook.
___ 3) I would teach my daughter or sister how to work on a car.
___ 4) I have investigated <u>all</u> high school job training courses including child care and nursing.
___ 5) I feel financial matters are best handled by a man.
___ 6) I know how much money it takes to feed a family of four for a week.
___ 7) I would allow my son to play with dolls.
___ 8) I can sew.
___ 9) I see girls as people not sex objects.
___10) I feel women belong in the home.
___11) I iron my own clothes.
___12) I can raise children.
___13) I know how to care for a baby.
___14) I'm not afraid to be the only guy in any class.
___15) I see women as lovely things to be admired for their beauty.
___16) I can clean.
___17) I plan to have a career outside of the home.
___18) I plan to learn to take care of myself even if I marry.
___19) I can cry and show emotions.
___20) I feel women should raise children.
___21) I feel women have as much of a need and right to a career as men do.
___22) I open doors for women because they need help.
___23) I recognize that most differences in the behavior of men and women are learned.
___24) I feel comfortable going out with an intelligent girl.
___25) I hope to marry and have a wife to stay home and take care of me.

7. DEFINING STEREOTYPING

Purpose:

To increase student understanding of what stereotyping is and how it can limit perception of the individual characteristics of members in a group.

Materials:

An overhead projector, a transparency containing a list of words associated with groups, i.e.:

Politician	Farmer	Blue-collar worker
Housewife	"Jock"	White-collar worker
Nurse	Policeman	Accountant
Salesman	Engineer	Attorney
Doctor	Dentist	Construction worker

Procedure:

1) Showing one word at a time, ask the students to call out the characteristics or qualities associated with that particular word.

2) Provide the following definition of "Stereotype."

   Type means to classify or group by characteristic or qualities.

   Stereo means firm or rigid.

   Stereo-type means to have a firm or rigid classification or way to group by characteristics or qualities. When this happens, individuals are thought of in terms of the group.

3) Involve the students in a discussion on how a person may be classified according to a group image without regard to individual capabilities. For example: Housewives. What is the connotation of the word "housewife"? Does it imply leadership? Does it imply responsibility? What do you think of when you hear this word?

   "Jocks." What do you think of when you hear that word: an athlete who talks loud, brags about drinking too much, and thinks academic achievements are "stupid" or "sissy"? Or an athlete who gets good grades?

   "Blue-collar worker." What picture comes immediately to mind? A leader in the community? An intellectual? Someone who goes to the opera on Saturday night?

   Discuss what happens to individuals when we automatically place them into groups with certain ascribed characteristics?

Alternative Procedure: (Small group activity) Provide each student or small group with several cards with a name of a group on each card. Request each person to write down the characteristics or qualities usually ascribed to that group. Ask what qualities or characteristics ascribed to one group might be held by individuals from other groups.

8. EMPLOYMENT WANTED

Purpose:

1) To become aware of the many jobs available in a particular field.
2) To recognize that the jobs are available to either sex.
3) To be aware of own interests, abilities, strengths and weaknesses in relation to career preparation.

Materials:

Newspaper want ads.

Procedure:

Although the following suggestions are written to be used to discuss specific fields, they can be adapted to discuss careers in general.

1) Have students collect want ads (from home or by looking at newspapers in class) that are for jobs related to the course. Use the ads to initiate a discussion of available career opportunities.
   a) What jobs are available in this field?
   b) Do these jobs specify male or female? If not, should they? Why or why not?
   c) Categorize the jobs according to such criteria as professional, paraprofessional, skilled, semiskilled, and unskilled. Do the jobs fall more into one category or another? What does this indicate about the field?
   d) What qualifications are needed for the job according to the ad?
   e) What other qualifications might you need for the job?
   f) Which of these qualifications are dependent upon the sex of a person?
   g) What kinds of knowledge, equipment, or experience might be necessary for these jobs?
   h) For what reasons might people be attracted to these jobs?
   i) Which jobs would you be interested in?
   j) In applying for any of these jobs, do you think you would experience any discrimination due to your sex?
2) Have each student compose a list of "Things I Can Do" and then compose a want ad requesting employment. The ad should include information such as:
   a) What are my qualifications?
   b) What hours will I be available?
   c) What wages do I expect?
   d) What do I expect to learn on the job?
   e) Who can I give for references?

Have the students list some jobs they might apply for based on their interests and qualifications. Compare the jobs the males list to those the females list. Ask the males if they would be interested in the jobs the females listed. Ask the females if they would be interested in the jobs the males listed. Why or why not?

Adapted from Career Programs, General Learning Corporation, Career Education Resource Guide, 1972, p. 57.

9. QUALIFICATIONS FOR EMPLOYMENT

Purpose:

1) To expose students to the many different jobs available in an occupation.

2) To show students that the qualifications for employment are not determined by sex.

Materials:

Student activity sheet, references for jobs available in an occupation or discussion in class.

Procedure:

1) Depending on the course for which this activity is used, the teacher should decide which occupation to focus on and discuss the many jobs available within it. For example, an industrial arts course may want to learn about jobs available in construction; home economics may use food service employment or child care jobs. For example, the teacher would ask the class to come up with as many jobs in a construction company as they can. The teacher might make a list on the board like this:

Examples of job opportunities in the construction field:

construction laborer	equipment maintenance
secretary	repair person
apprentice in planning or sales dept.	greaser
	truck driver
apprentice in carpentry or masonry, plumbing or surveying	custodian
	bookkeeper
office manager	
equipment operator	

A list of job opportunities specific to the course should be developed. In discussion or through research, students may learn what each of the jobs entail.

2) When the list is fairly complete, distribute the student activity sheet and have the students decide independently which job or jobs this person is qualified for. Discuss after they have decided.
   a) How did you decide upon a position?
   b) What qualities do you see necessary for all areas of employment?
   c) What characteristics are not at all necessary for employment?
   d) Do you think this person is a male or a female? Why?
   e) If you learned that the person currently filling the position was a male, how would this influence your choice of position?
   f) In looking at the qualifications of the applicant, is this person over qualified for the job? Underqualified?
   g) Suppose you learn the sex of the applicant. Would you change your job offer? Why?
   h) What jobs are you interested in?
   i) How are you qualified for these jobs?

Variation or Follow-up: 1) Have students research any job in which they have an interest. From the research, have them list the requirements they feel are necessary for the job. Do they see this job as being exclusively for male or a female? What requirements would limit the job to one sex? Has their perception of the job changed any after researching it? Have students share their results with the class.
2) Use the "Financial Facts of Life" activity.

QUALIFICATIONS FOR EMPLOYMENT

M. Smith has just graduated from high school and is applying for a job. In the interview, and from the references the personnel director finds that the candidate has the following qualities:

1) A knowledge of the company through summer jobs.
2) A good grade average in high school.
3) A good attendance record in high school.
4) Business and math skills.
5) A pleasant personality.
6) A desire to move up in the company.
7) Recommendations that indicate the candidate is dependable and has an ability to get along with other people.
8) A knowledge of safety precautions; an awareness of the importance of following instructions.
9) A driver's license.
10) Good health and neat appearance.

What jobs would you offer M. Smith?

A Riddle:

While driving to the store, a young boy and father were involved in a serious car accident. The father was killed and the boy was injured and taken to a hospital. At the hospital, the boy was examined and an emergency operation was needed. The resident surgeon had scrubbed up, put on a gauze mask, and was waiting in the operating room when the boy was wheeled into surgery. The surgeon took one look at the boy and cried, "I can't operate. This is my son."

Who was the surgeon?

--source unknown

Answer: The boy's mother

Two Activities 10 and 11: Having GUEST SPEAKERS

Purpose:

1) To introduce students to models of people at work in nontraditional jobs for their sex.

2) To provide information on jobs in which students have expressed interest.

3) To help students realize that job characteristics are not dependent on sex.

Materials:

Invite a guest to class who is in a nontraditional job for his/her sex. The choice of the guest may be dependent on the course for which this activity is used.

ACTIVITY CHOICE 10: WHAT'S MY LINE?

Procedure:

1) Preparation before guest arrives:
   a) Identification and occupation of guest are to be kept secret.

   b) Students may simulate the game among themselves in order to become aware of procedure before the guest arrives. They may need practice asking questions which provide information on, for example, what a person does for a job, discrimination-exclusion experiences, with only "yes" or "no" answers. (Teacher may discuss the questions with the class or have them write them out.)

2) Procedure for "What's My Line?"
   a) The guest arrives and is seated in the front of the room.

   b) Students take turns asking questions for an allotted space of time. All questions must be phrased so they can be answered by a "yes" or "no." Students should take notes on the information accumulated so there is minimal repetition.

   c) At the end of the time allotted, students should turn in their notes with the guess of the person's "line."

3) The guest may then reveal her "line" and open his/herself up to more explicit questions. Ask the guest to bring along some "tools of her/his trade" which could be brought out at this point and would further exemplify the job to the students.

4) After the guest has left, pass back the papers and ask the students to look at their notes and decide again why they had come up with the job they did.

   a) How many were correct?
   b) What gave the guest away?
   c) If you were wrong, what fooled you?
   d) Were you surprised at the sex of the person in this job? Why?
   e) What did you learn about this job?

ACTIVITY CHOICE 11: JOB CHARACTERISTICS

Procedure:

1) Prior to having a guest appear in class, ask students to write down the characteristics they feel are important for a person working in that particular occupation. Collect student papers and read various descriptions anonymously. Briefly discuss why students feel the characteristics are important to the occupation.

   a) Which of these characteristics would you need for any occupation?

   b) Can persons of either sex have these characteristics? Why or why not?

   c) What more would you like to know about this occupation? (Teacher may ask students to prepare a list of questions to have when the guest arrives).

2) Plan to have the guest come the following day (or soon after) to give a demonstration of their skill and to discuss what is involved in their occupation. Encourage the students to ask questions if the guest has agreed beforehand to be open to questions.

3) After the guest has left, redistribute the papers from the previous day. As a class, compile a revised list of characteristics which are important for a person in that particular occupation.

   a) How were your expectations different from what you saw?

   b) What problems did our guest have in holding a job that was non-traditional for his/her sex?

   c) What characteristics did this person have that were dependent on his/her sex?

   d) For what reasons would you be interested in having a job like this one?

Follow-up: Employment wanted

Adapted from Berkeley Unified School District, Women's Studies Program, "To Exclude and Be Excluded" - Lesson 6 undated.

Activities 12 and 13: The VALUE OF WORK

Purpose:

1) To show students that each occupation has its own dignity in the work world.

2) To help students see the contribution each occupation makes to society.

ACTIVITY CHOICE 12: WHAT IS IMPORTANT?

Materials:

Letters to the editor columns from local newspapers, student activity sheet.

Procedures:

1) Have students complete the "What is Important?" activity sheet.

   a) Discuss with them their criteria for judging what makes a job important. Is it salary, status, fame, independence or something else?

   b) Have them also discuss why they thought certain jobs were mostly for females and certain jobs were mostly for males. Can people of the other sex perform these jobs just as well? Why or why not?

   c) Of the jobs described as female-oriented, how many were classified as a 4 or 5? How many of the jobs for males were given a 4 or 5? Do students perceive males or females holding a higher number of "important" occupations?

2) (This could be used as a dual assignment in an English course.) Find a letter to the editor written by someone in a profession not regarded as highly important (by students) who is defending his/her occupation. If none are available, use a fictitious one such as the one on the student activity sheet, "What Is Important!"

3) Ask that the students choose one of the professions that they regarded as inappropriate for the opposite sex and put themselves into the position of that worker. Have them write a letter to the editor--and thus to the community--in defense of the dignity of that occupation.

   You may give them an opening line to their letter such as:

   To the editor:

   It has recently become apparent to me that my job as _____ is not highly regarded by the community. I would like to change this attitude by saying that we, as _____, are ....

4) Have the students read their letters to the class. Discuss both the position of being in a job they feel is mostly for members of the opposite sex, and of being in a job they do not regard as highly prestigious.

   a) What reasons can you find to defend these occupations?

   b) Was it difficult to picture yourself in a job you originally considered to be for the other sex? Why?

   c) Now that we have seen the contributions of many of these jobs, would you change any of your former ratings? (Have students complete another activity sheet or redistribute their former one and have them make any changes in another color pen.)

Follow-up:

Have the students choose an occupation in the school or in the community and debate "Who has the most important role in the school?" or "Who has the most important role in the community?"

Adapted from General Learning Corporation, Career Education and Resource Guide, pp. 227-7.

ACTIVITY CHOICE 13: EXPLODING STEREOTYPES

Materials:

Local Yellow Pages, newspaper want ads, trade magazines, job listings from employment agencies, filing cards.

Procedure:

1) Have students collect and scan local employment ads, trade magazines, and the Yellow Pages in order to develop a list of occupations representing widely varying aspects of community life.

2) Work with students to group the occupations into categories. One simple grouping might be 'blue-collar workers' and 'white-collar workers.' Should students prefer other categories, invite them to help you adapt this activity appropriately. (i.e. professional, paraprofessional, skilled, semiskilled, unskilled).

3) After students categorize the occupations, have them work independently or in small groups to make a job card for each occupation. Cards should contain the job title and a brief description of the work. Students might use a color code to identify job categories.

4) In group discussions, decide where to place each job on a rating scale indicating prestige or status. Develop the scale visually on a wall or bulletin board, attaching job cards as students direct. Should students disagree on placement, make duplicate cards and post in two (or more) points.

5) Evaluate the resulting chart.
   a) Are any points on the scale dominated by one category of jobs?
   b) How many occupations have more than one position on the scale?
   c) Do the positions on the scale have any relation to whether the job is generally filled by one sex or the other?
   d) Do the scale positions reflect factors other than prestige (education, income, location of work indoors as opposed to outdoors, etc.?)
   e) If the occupations chosen do seem imbalanced toward status or lack of it, what does this show?
   f) Is there, among class members, a lack of familiarity with prestige vocations?
   g) Might perceptions of these jobs be conditioned by misinformation?

6) Ask students to research, as thoroughly as possible, one or more of the occupations that do not appeal to them. Suggest that they first identify personal factors and job characteristics that combine to evoke adverse feelings about the occupation. Then have them identify some positive, rewarding, and constructive aspects of the job in an attempt to "explode stereotypes" existing about the occupation. Students might write or interview workers in the occupation they explore for more specific, personal, and "human" data.

7) As students present the results of their observations and research, have the class reevaluate the position of each job on the rating scale and move any that now seem inappropriately placed. In some cases, does familiarity breed respect rather than contempt?

Adapted from General Learning Corporation, Career Education Resource Guide, pp. 153-154.

WHAT IS IMPORTANT?

1) On the left write whether you think men or women should do the following jobs by placing an X under what you think is the answer.

2) On the right, rate the importance of each occupation as you see it.

MOSTLY BY FEMALES	MOSTLY BY MALES	BY BOTH MALES AND FEMALES		Important 1	2	3	4	Not Important 5
			Farmer					
			T.V. Performer					
			Teacher					
			President of Corporation					
			Secretary					
			Custodian					
			Sanitation Engineer					
			Minister, Priest, Rabbi					
			Cosmetologist					
			Daycare Worker					
			Repairperson					
			Technician					
			Junkperson					
			School Principal					
			Politician					
			Doctor					
			Small Business Owner					
			Athlete					
			Newspaper Reporter					
			Weatherperson					
			Auto Mechanic					
			Telephone Operator					
			Bus Driver					
			FBI Agent					
			Librarian					
			Taxi Driver					
			Astronaut					
			Factory Worker					
			Lawyer					
			Carpenter					
			Store Clerk					
			Bank Clerk					

To the editor:

I am writing to express my concern over the recent decision by the City Council to lay off nine sanitation engineers in an effort to lower budget costs. This illustrates to me the low value this city places on our job, when in fact, it would be a changed city without it. Refuse collection cannot be kept at the current level of service without the same number of employees. I am proud to say that our department has adequately kept the streets clear as scheduled, but this is only done with hard work and dedication of all the workers on our staff. Morale and efficiency can only go down when our department suffers a cutback, and I do not think the city is prepared to face this result. I suggest that the council reevaluate its need for sanitation engineers and reconsider its lay-off plans.

Sincerely,

Susan Smith

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14. ROLE PLAYS ON EMPLOYMENT

Purpose:

1) To prepare for potential on-the-job conflicts.
2) To discover whether the students feel the sex of the persons involved will influence the way in which the situations may be handled.
3) To understand that dealing with people is as much a part of successful employment as having the necessary skills.

Procedures:

Ask for volunteer role players in the situations below. (If students have not role played before, they may be given some time to plan their skits.) Role play the situation. Discuss what happened. Do the other members of the class feel they handled themselves well? Substitute new players of the other sex and have them role play the same situation. Discuss the changes. Did they have anything to do with the sex of the players?

1) A manager of a small clothing store has repeatedly discovered small change missing from the register. He finally decides to confront the cashier. What happens?

2) A supervisor for an assembly line is confronted by an angry worker who feels many of the other workers are not pulling their own weight. Production is much slower and more of the work is falling on this individual. What should the supervisor do? (Several students may role play the other assembly line workers.)

3) The principal of a school is told by parents that one of the teachers has been deliberately encouraging the students to cheat on exams if it is the only way they will pass. What should the principal say to the teacher?

4) An accountant for a small firm is approached by an employee who desperately needs money for family responsibilities. The employee asks the accountant to loan the money without recording it, and promises to repay it within the month. What should the accountant do?

5) The manager of a restaurant discovers that one of the cooks has taken numerous sick days, and on several of these days other employers inform the restaurant manager that the cook was seen driving around town. What should the manager do?

15. HOUSEHOLD RESPONSIBILITIES

Purpose:

To help students explore the various ways of handling household responsibilities.

Materials:

Student activity sheet, blackboard.

Procedure:

Discuss with the students the different tasks that need to be done around a home. A list may be compiled on the board such as the following:

1. setting table	8. mending clothes	15. watering plants
2. getting meals	9. fixing appliances	16. feeding pets
3. clearing table	10. taking care of yard	17. cleaning pets
4. doing dishes	11. cleaning bathroom	18. vacuuming
5. making beds.	12. doing laundry	19. dusting
6. taking out garbage	13. ironing	20. grocery shopping
7. locking up at night	14. straightening up	21. paying bills

Have the students fill in the student activity sheet with the tasks to do in each room and which household member they feel should do them. After the activity sheet is completed, discuss the students' decisions:

1) How many tasks were done by males?
2) How many tasks were done by females?
3) How many tasks could be done by both males and females?
4) How did you decide who should do which tasks?
5) What problems did you encounter?
6) Do either the males or the females in the family have more responsibilities at home? Why?
7) If you become a parent, how will you delegate household tasks to your children?
8) How many ways are there of dividing up household responsibilities? (Have the students look at each other's lists.)
9) What makes one more satisfying than another?

Alternate Procedure: for older students or for use without preceding activity.

1) List on the board all the responsibilities of two young people living in their own home or apartment.

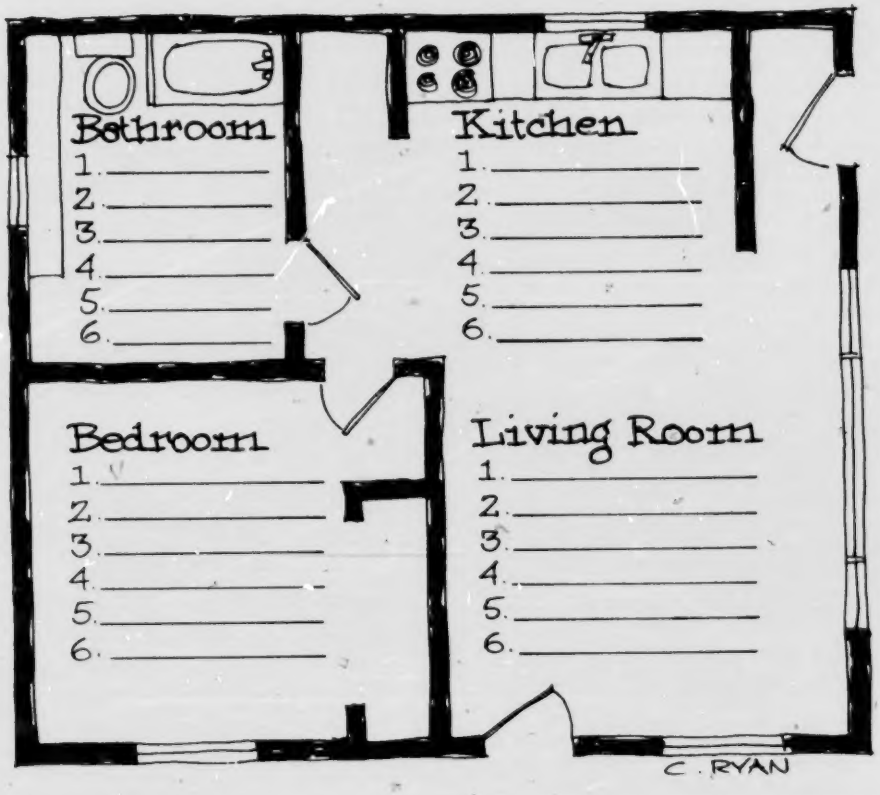
2) Explain that both the husband and the wife are working full-time outside the home. Have the students divide the responsibilities into lists under male, female or both, and Outside Help according to who they feel should be responsible for the tasks.

3) Divide the class in half and call one half "husbands" and the other half "wives." Then pair the students into "couples" and have each couple go through the same procedure to make four lists of household responsibilities in a way that is acceptable to both.

4) When all couples have completed their lists, follow the same discussion questions as above.

HOUSEHOLD RESPONSIBILITIES

Directions: In the house there are weekly and daily household chores. Fill in the tasks to be done in the rooms below. After each, indicate who would be responsible; i.e., wash clothes - M for male; F for female, and E for either. These can apply to children as well as to adults.



16. DEAR ABBY

Purpose: To recognize that sex-role stereotypes are strong forces in determining attitudes and actions.

Procedure: Read the following letters to the students. Have them write responses and discuss them in class. They might also write their own "Dear Abby" letters and have other students respond to them.

Dear Abby,

I am a married man and 40 years old. My wife and I have been working for the same company for many years. Recently my wife was promoted and is now making considerably more money than I am. In her new managerial position, she has become my boss. Company policy does not allow spouses to work together in the same department. I must now make a choice. I can request a transfer to another department, or I can look for another job with another company. I have also been considering staying home as a househusband. I like to cook, and the housework is a breeze. I could play golf, go fishing, work on projects around the house, and perhaps write some articles. I have always wanted to try my hand at writing. My wife will be happy with whatever I decide. I worry about what other people will say. What can I say that I do? What should I do?

Concerned

Dear Abby,

My wife has just been offered a job in another city 1200 miles from here. This is a promotion with a significant increase in pay and much more responsibility. She has been working for a promotion for a long time. I have a super job which I enjoy. I play golf with the same group every week, and I love my life style here. Opportunities in my field are very limited in the city where my wife has been offered the job. What should I do?

Torn

Dear Abby,

I am a housewife and enjoy being at home. My children are in school and I love the peace and quiet. It gives me time to read, sew, and do various crafts which I never had time to do when the children were small. All my friends are working and they are pressuring me to do the same thing. We could use the extra money. Is there something wrong with me? I do not want to go back to work. I feel perfectly happy and content to remain "working" at home. Am I wrong?

Contented

Dear Abby,

I am engaged to be married next summer. Just recently I mentioned to my fiance that I hoped I could find a good job wherever we ended up living. He flew into a rage at the thought of my working. He thinks I don't believe he can make enough money for both of us. How can I tell him I do not want to work for economic reasons only?

Want to Work

Dear Abby,

My husband has just been offered a job in another city. It is a new company that can pay him a lot more than he is earning now, and he will have a great deal more responsibility. I have a job where we are now that I would hate to leave. I am not sure I could find a job like it in the other city. We have a lovely home and many friends right where we are, but my husband still seems anxious to take the new job. Should I say we should go?

Uncertain

17. FINANCIAL FACTS OF LIFE

Purpose:

1) To evaluate several potential career choices in terms of the standards of living students would like to attain.

2) To examine the differences between the life style and budget that could be kept with a job that has traditionally been for males and one that has traditionally been for females.

3) To aid students in personal and financial planning.

Materials:

Reference books, career kits, audio-visual materials.

Time:

Several class periods or a small unit depending on how extensively covered.

Procedure:

1) Have the students mentally project themselves 10 or 15 years into the future and write a brief description of what they think their life style might be. If necessary, write a list of guide words on the board for consideration.

   For example:

married or single	vacation
Own or rent home, apartment, or trailer	recreation and entertainment
children	insurance
furniture	savings
car	clothes

2) When the life style projections are complete, have each student select two careers the student wants to research in terms of income, location of work, future employment opportunities, and other conditions that might influence his/her personal life (education, chances of promotion, status, and so forth). The teacher may encourage each student to choose one career that has traditionally been for his/her sex; the other a career that has traditionally been for a member of the opposite sex.

3) Help the students develop budgets based on their desired life style and on the careers they investigated. In addition to life style considerations, students should also include estimates of income and property taxes, utilities, repairs, office and equipment costs (if in business for themselves), emergency funds, birthday and holiday gifts, education costs, job level and income after ten years experience.

4) When budgets are completed, discuss the following questions.

   a) What problems did you have financing your desired life style with the budgets from either of the careers?

   b) Could you meet your life style projections easier with one career than the other?

   c) How could you adjust your budget if you found you were spending too much money?

   d) How would your budget change if your spouse was also working?

   e) In what ways would your life style be different depending on which of the jobs you actually held?

   f) After investigating these jobs, would you like to hold either of them?

   (Use if applies)

   g) What are the advantages of holding the job that has traditionally been filled by members of the other sex.

   h) What are the disadvantages?

Adapted from General Learning Corporation, Career Education Resource Guide, pp. 218-9.

18. ROLE PLAYS ON FAMILY LIFE

Purpose:

1) To prepare for changes that may occur in family life when household members take on expanded roles.

2) To understand that the decisions of one family member will affect the whole family.

Materials:

None

Procedure:

Divide the class into imaginary family groups. Have each group member select a role to play in a discussion at a "family conference." Give each group a role play from the following suggestions. Have the families reach a decision and act out their conference to the class; positive and negative arguments should be presented by different members of the "family."

1) A mother is offered a full-time job that will provide the family with substantial and needed income. Before she accepts the job, however, she decides to talk it over with her family.

2) A boy in the family has decided to go into fashion design, even though his father and older brother are in medicine and feel he should also become a doctor. He has to get his parent(s)' permission to apply to a fashion institute.

3) A girl in the family has decided she is going to break her engagement to her high school boyfriend and join the army after graduation. She has to tell the news to her parent(s) and convice them that this is what she really wants.

4) A young couple is trying to explain to their parents why the wife is attending medical school while her husband works as an auto mechanic to support them until she graduates.

5) A father has decided to take a cut in pay in order to leave his job in business and become an elementary school teacher. He decides to explain his decision to the family since they will be affected by the cut in pay. He feels it is worth it since the job will be so much more fulfilling to him.

6) A young mother decides she would like to enroll her child in a daycare center and return to the job she had before she had the baby. Her husband has a job with a comfortable income and her salary is not really needed. He has difficulty understanding why she does not want to continue to stay home with their child. She has to convince him that this is the best thing for all of them.

7) A young boy comes home from school and is crying because the other children in his kindergarten class tease him when he plays house. He was encouraged to play with all toys at home, and now his parent(s) have to help him understand why he is being teased at school.

8) Two young daughters in a family have just realized that all their friends' mothers work while their mother never has. Their mother has kept up their home along with assorted volunteer work, and their father brings home a comfortable income. When they confront their mother with this observation and ask her why she has never worked, she has to tell them why she is content in her role.

9) A senior girl in high school has been talking over her career goals with her guidance counselor. She originally thought she might like to become a doctor, but now her guidance counselor is encouraging her to become a nurse. She really does not want to, and she decides to talk it over with her parent(s).

Adapted from General Learning Corporation, Career Education Resource Guide, p. 166, 228. SRA Helps You Handle Stereotyping Series, No. 1, Science Research Associates, Inc.

19. STUDENT INTERVIEWS

Purpose:

1) To identify expectations men and women have had in regard to how they would live their lives and the factors which may have changed them.

2) To list changes that have occurred in society that have changed people's lives.

3) To predict changes that may occur in society that will change people's lives.

Materials:

None.

Procedure:

1) Have each student think of one male and one female in their family or neighborhood that they would like to interview. Tell the students the interview is basically to find out if, as a student, the person expected to be doing what he/she is doing now. Prepare a list of questions with the class. For example:

   a) When you were my age, did you expect to be married or single now?

   b) Did you expect to be working?

   c) Did you expect to stay at home?

   d) Did you expect to have children?

   e) Did you expect to live in the same place all your life? Why?

   f) Did you change your expectations at any time of your life? Why?

   g) What changes do you expect to make in the future?

2) Give the students a few days to collect the data and then discuss it in class.

   a) What were some of the women's expectations that stayed the same?

   b) What were some of the men's expectations that stayed the same?

   c) What were some that changed?

   d) What were the experiences that changed the expectations? Classify them as 1) personal preferences
      2) cultural beliefs
      3) historical events
      4) combination of 1, 2, & 3.

   e) Do you think any of these changes could have been planned for?

   f) How were the expectations of men and women different?

   g) How are men and women's expectations different among yourselves?

   h) What changes do you see for the future that may change people's lives?

Adapted from Hunter, L., Women in Cultural Perspective: A Teaching Approach, (Far West Laboratory for Ed. Research and Development, San Francisco, CA.)

20. VOTING

Purpose:

To become aware of own values and compare them with other participants.

Materials:

None

Procedure:

Students should sit in a circle where they can see each other. Teacher explains that she/he will read a list of sentences and people are to vote using their thumbs. Thumb up means "I agree," thumb down means "I disagree." Students always have the right to pass (not respond) by folding their arms in front of them. Wiggling the thumb either up or down means they strongly agree or disagree.

Statements:

1) Boys are more aggressive than girls.
2) I would rather have a brother than a sister.
3) I would like to be a teacher.
4) I would rather work for a man than a woman.
5) I expect to get married someday.
6) I am ambitious.
7) I frequently like to be alone.
8) I have always been glad to be me.
9) I like to hug people.
10) I have always wanted to travel.
11) I respect most of my male friends more than my female friends.
12) Women should quit work after they have a baby.
13) Men should feel more free to cry.
14) Men are braver than women.
15) Women are more practical than men.
16) I can talk to guys more easily than I can talk to girls.
17) Women are too emotional for high-powered jobs.
18) Women are worse drivers than men.
19) A man should be taller and older than his wife or girl friend.
20) Males have greater sexual desire than females.
21) Girls are more verbal and artistic than boys.
22) Boys are better at math and science than girls.
23) Girls are more deceitful than boys.
24) Married women are happier than unmarried women.

21. PEER GROUP PRESSURE

Purpose:

1) To become aware of how we respond to peer group pressure.

2) To understand that we do not always react or relate what we really believe or feel.

Materials:

Magazines, newspapers, construction paper, crayons, pencils, glue, and 3 (three) boxes to hold pictures.

Procedure:

1) On a table have three boxes labeled MASCULINE, FEMININE, and BOTH.

2) Have each student cut out three pictures from magazines or newspapers of an object or an activity which they think represents "masculine" traits, "feminine" traits, and something which applies to both. The "both" object or activity should reflect an activity in which both males and females would participate, or an object both would use.

   (The student would have the option of sketching or drawing these objects or activities.)

3) Have the students place their pictures in the appropriate boxes. (You may want the students to mount their pictures on construction paper so that they could be used again for other games.)

4) On the blackboard, have three columns titled "masculine," "feminine," and "both." From the "masculine" box, select a picture and show it to the class. Have the students explain what is being depicted. Follow the same procedure for pictures in the "feminine" and "both" boxes. As each picture is being shown, write the word, object or activity under the appropriate column heading.

5) After completing the lists of objects and activities, ask each student to seriously think about the following questions:

   a) Are there any items or activities in the "masculine" and "feminine" list which could be placed in the "both" list?

   b) Are any of these objects or activities something you would like to use or do?

   c) Are there any activities on the lists which you would hesitate to do because it would be considered odd or not normal by your peer group?

6) Give the students a few minutes to contemplate their answers. Request that the students refrain from discussing the subject with their classmates.

   Remove the pictures from the "masculine" and "feminine" boxes, and after thoroughly mixing them up, place them face down on the table.

   Have one student at a time come up and take a picture. Without any comments, the student should place the picture in the appropriate box according to how the student <u>really</u> feels about the picture. Continue until all pictures are back in the boxes.

   Again hold up the pictures and write the name of the item or activity in the appropriate column. If it is already listed, leave it listed as is. If it is to go into another column, cross out where it was first listed and add to the new column. Do the same for the other pictures.

7) Add up the number left in each column. Discuss the results with the students.

   a) Why was the "both" list more accurate than the "masculine" and "feminine" lists?

   b) Will the student realize that initial choices of masculine/feminine objects or activities may have been influenced by pressure from their peer group?

   c) How can a change in attitude be brought about?

22. EXPANDING LIFETIME ROLE EXPECTATIONS

Purpose:

1) To increase realistic expectations for the various roles a person may hold in a lifetime.

2) To understand that these roles overlap and may change in a lifetime.

3) To understand that people of different sexes may have similar roles and time lines.

Materials:

1) Copies of the "Roles and Time Line" Activity Sheet for each student.

2) Information on education, marriage, size of families, and the work force (unless this was previously covered in class) as those provided on fact sheets in sections on background information.

   Complete an activity sheet on the basis of national statistics.

3) Have students work individually and complete a worksheet for themselves, and possibly one for a parent or other adult. Be sure they answer all the questions at the bottom of the activity sheet.

4) Have students compare their time line with other classmates. Discuss as a group.

   a. How are the "Roles and Time Lines" different for each person? How are they similar?

   b. What are some reasons for differences?

   c. How does your idea of your future compare with national statistics?

"I have seen societies in which men are constantly exposed to young children and the men are just as adept as females at learning from the child how to take care of him.--The sociolobiological argument just doesn't stand up when you look at human beings crossculturally."

--Urie Bronfenbrenner
Psychology Today, May, 1977

Adapted from Illinois Teacher, Vol. 20, No. 4, March/April, 1977, p. 168.

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EXPANDING ROLES AND TIME LINE

We all have different roles at different times in our lives. At some times in our lives we hold more roles than at other times.

1) List the roles you have had, now have, and believe you may have during your life under the column titles Roles. (Some of the roles you may list are student, son/daughter, sister/brother, mother/father, volunteer worker, granddaughter/grandson, and employee.)

2) Shade in the time line for the years of age you have had each role. Use a different color to shade in the years you expect to have each role. Some of these may have breaks while others are continuous.

3) Answer the questions following the roles and time line.

Years of Age

Roles	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80

1) Which roles span the longest times?

2) Which roles span the shortest times?

3) At what age do you have the most number of roles?____

4) At what age do you have the least number of roles?____

5) What are some difficulties of having a large number of roles?

6) What role is hardest to estimate a time span for?_____Why?

7) Which of your roles can you control the time span for?

8) How is your future going to be different from what your parents have?

9) What factors could cause major changes?

10) What changes can you plan for?

ADDITIONAL IDEAS FOR CLASSROOM STUDENT ORGANIZATIONS AND INDEPENDENT STUDY PROJECTS

1. Go to any newspaper or catalog (Sears, Wards, Penneys, etc.). Cut out pictures of items or tools that are used or mentioned in this class. (Shop class may look for hammers, saws, screwdrivers, etc.; human development class may look for children's toys, clothes, or games.) Note the descriptions, pictures, or captions which segregate items for males or females. Rewrite the description to make such items attractive to all people.

2. Go through newspapers and magazines, etc. In a sentence or two summarize different roles or fields of occupation that men and women are now either involved in or trying to become involved in that has not always been encouraged for their sex.

3. Write a short essay built around the fragment "Because I am a girl/guy, I will use what I learn in this class to..." Then switch roles and write another short essay assuming the viewpoint of the opposite sex. Discuss.

4. Do a comparative analysis of advertising appeals directed toward men or toward women in two different magazine (Sports Illustrated vs. Newsweek, for example, or Ms. magazine vs. McCalls). Do advertising appeals directed at a given sex differ, depending on the magazine? What do such differences tell you about the audience for whom each magazine is intended? Tally your findings and present them in chart form.

5. Choose one children's cartoon series on television and watch it at least four times. How are male and female characters portrayed on the show? In one or two words, how would you describe each character as he or she is portrayed (intelligent, stupid, courageous, aggressive, helpless, strong, weak)? Draw some conclusions, using examples to support them.

6. Watch one family situation comedy on television for several weeks. How do the roles of fathers and mothers, sons and daughters, on the show compare with family life as you know it?

7. Using the "Rating Scale for A-V Materials," critique a film or filmstrip about work and/or family.

8. Visit the toy department of a local store and list toy packages that show girls only, and those that show boys only. Also note those showing children of both sexes. Draw some conclusions from your findings and present them to the class.

9. Working in small groups, list all the things you can think of that only a mother can do for a child. Next, list all the things that only a father can do for a child. Finally, list all the things that only a parent can do for a child. Compare your lists, and draw some conclusions to present to the class.

10. Construct a mobile, collage, or cover design that illustrates your idea of a "total person." Use materials such as magazine pictures, photographs, yarn, trinkets, fabrics, metals, etc. Think about your future growth in becoming a complete and emotionally mature person. Use personal career choices and life styles. Include a written explanation and what it means to be a "total person."

11. Ask boys from a grade lower than yours what they want to be when they grow up. Then ask what they would want to be if they were girls. Follow a similar procedure with girls at that grade level. Do career choices change when children "become" members of the opposite sex? Is the range of career choices broader for one sex than the other (either as the interviewee's real or imagined sex)? Is there evidence of sex-role stereotyping in career choices? If so, are boys and girls more stereotyped in thinking about careers for their own sex or for the opposite sex? Analyze your findings and arrive at some conclusions.

12. Survey the favorite school subjects of boys and girls in an early grade and compare these with the favorite school subjects of children in later grades. Is there a difference? Do girls generally prefer language activities to math, social studies to science (and boys, the reverse) as is popularly supposed? Present findings in chart form.

13. Listen to popular music on the radio. How are men and women depicted by writers of song lyrics? Write a brief report, using examples to support your conclusions.

14. Compile a list of traditional courtesies that men usually show women (opening doors, pushing in chairs). Which of these are women actually incapable of doing? How many of them force women to be passive whether or not they want to be? Transform the list to "human courtesies" that both men and women could show for each other.

15. Ask faculty members or other students the following two questions:
    a. What would you ideally like to be doing with your life right now or in the near future?
    b. How would you have answered that question if you were a member of the opposite sex?
    Report findings to the class and give possible reasons for the various results.

16. Research sex roles in other countries and other cultures today and in the past.

17. Observe and analyze how students in your classes stereotype each other.

18. Find someone you know or a character in a book, play, or T.V. show who has departed from traditional sex roles. What advantages does this person have? What problems did this person face? What is this person's self concept? What do other people think of this person?

19. Rewrite a children's story containing sex stereotyping. Illustrate it and display it in the classroom.

20. Compile your own anthology of poems, stories, pictures, newspaper and magazine articles, and anything else that combats stereotyping.

21. Write a letter to a book publisher and detail your objections to stereotyped materials. Give suggestions for improvements.

22. Evaluate television ads aimed at children. Write letters to station managers to complain about stereotyped images. Give suggestions for improvements.

23. Find out how many girls have won athletic scholarships during the past ten years. How many boys? If more boys than girls are winning these scholarships, are there other scholarships available to girls?

24. Pretend that marriage is <u>not</u> an alternative for you. What plans can you develop for your future?

25. Develop a bulletin board or poster that visually explains how sex stereotyping limits young people's expectations.

26. Have a poster contest on student rights, undoing stereotypes or expanding expectations.

27. Plan and teach a lesson to younger students on the topic of sex stereotyping.

28. Work with the librarian to collect materials for establishing a resource center on undoing sex stereotyping.

Many of the above ideas were adapted from the following sources:

1) Feminists Northwest, <u>Planning for Free Lives</u>, Seattle, WA, 1976.

2) Feminists Northwest, <u>Project Awareness Training Program</u>, May, 1976.

3) <u>SRA Helps You Handle Stereotyping</u> series, Science Research Associates, Inc., Dept. of Communications.

4) Stern, M. (ed.) <u>Changing Sexist Practices in the Classroom</u>, American Federation of Teachers.

5) "41 Ways to Teach About Sex Role Stereotyping," <u>Learning</u>, January, 1977.

VI. ADDITIONAL RESOURCES

Source Books, Handbooks, Workbooks
Audio-Visual Materials
Organizations Providing Information About Sex Bias
Additional Books and Articles

SOURCE BOOKS

The accompanying chart lists source books, handbooks and workbooks which may be used by school students, teachers, counselors, administrators, workshop leaders and other groups to expand sex-role expectations. This list, by no means, includes all available materials but simply those which have been analyzed for this source book. Because the list contains such a variety of materials, the content of each is described by five categories to help educators identify materials most appropriate for their needs. The categories are as follows:

Category	Explanation
Bias	If a source book is intended for one sex, this emphasis is called biased. Female bias, for example, means the focus is on females, the female situation or female students. Male bias means materials focus on males or have a male context. Male/Female bias means the source book focuses on both males and females but not necessarily in equal proportions.
Audience	This refers to those who might use the source book, namely students, teachers, counselors, administrators or others such as parents, librarians, women's groups etc. One source book, for example, might be appropriate for teachers only, while another for teachers, counselors and administrators.
Educational Level	The grade level for which the source book is most appropriate is designated by the terms, elementary, junior high, senior high and college. This might mean elementary students, teachers or administrators as indicated under audience or junior or senior high students, teachers, etc.
Subject/Content	The subject/content of each source book is broken down into six areas: family relations, vocational education, career guidance and counseling, legislation (ie. Title IX and VEA), socioeconomic background and adolescent expectations. Only those areas covered in the source book are marked; areas not covered are blank.
Activities	When included, learning activities are noted as appropriate for teaching and counseling, textbook and language evaluation, and workshop activities.
Bibliography	Bibliography or additional resources are noted when included in the source book.

SOURCE BOOKS, HANDBOOKS, WORKBOOKS	BIAS			AUDIENCE					EDUCATIONAL LEVEL					SUBJECT/CONTENT								ACTIVITIES			BIB.
SOURCE AND TITLE	Female	Male	Female/Male	Students	Teachers	Counselors	Administrators	Other: parents, women, librarians	Elementary	Jr. High	Sr. High	College+	Family Relations Home Ec.	Vocation/Ed.	Career Guid./Counsel	Legislation	Socioeconomic Bkgd.	Male/Female: Adolescent Expect.	Tests/Measurements	Teaching/Counseling Activities	Evaluating textbooks Language, etc.	Workshop activities	Bibliography Resources
Agger, Lee. Becoming Woman. (J. Weston Walch, Publisher. Portland, Maine 04104) 1974.	X							X									X						X
Ahlum, Carol and Jacqueline Fralley. High School Feminist Studies. (The Feminist Press. Box 334, Old Westbury, N.Y. 11568) 1976.	X				X						X	X					X			X	X		X
Berkeley Unified School District. Women's Studies Program. (1970 Oregon, Berkeley, CA 94703).			X		X				X				X							X	X		X
Carney, C. G. and S. L. McMahon, Editors. Exploring Contemporary Male/Female Roles: A Facilitator's Guide. (University Associates, Inc., 7596 Eads Ave., La Jolla, CA 92037			X		X						X	X	X					X		X		X	
Cohen, Marcia. Stop Sex-Role Stereotypes in Elementary Education: A Handbook for Parents and Teachers. (Connecticut Public Interest Group, P.O. Box 1571, Hartford, CT 06101)	X				X			X	X												X	X	X
Cohen, Monroe D., Editor. Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes. (Association for Childhood Education, International. 3615 Wisconsin Ave., N.W., Washington, D.C. 20016) 1976.			X		X			X	X												X		X
Dekock, Paul, Editor. Herstory. (Interest Company. Box 262, Lakeside, CA 92040) 1972.	X				X						X		X				X	X		X			X
Dow, Ruth McNabb. Changing Societal Roles and Teaching (Home Economics Education Association. 1201 Sixteenth St., N.W., Washington, D.C. 20036) 1976.			X		X						X		X							X			X
Education Committee of Pennsylvanians for Women's Rights. Self-Study Guide to Sexism in Schools. (Pennsylvania Dept. of Education. Box 911, Harrisburg, PA 17126) 1975.			X		X	X	X	X							X	X					X		X
Education Law Center. Eliminating Sexism in Public Schools. (Education Law Center, Inc. 605 Broad St., Suite 800, Newark, N.J.) 1976.			X					X								X					X		X
Edu-Game. Value Questionnaire for Marriage and Family Living. (PO Box 1144, Sun Valley, CA 91352) 1975.			X		X						X		X					X		X			X

1 = Emphasis on how community can bear pressure on public schools to comply with Title IX legislation.

SOURCE BOOKS, HANDBOOKS, WORKBOOKS	BIAS			AUDIENCE					EDUCATIONAL LEVEL				SUBJECT/CONTENT								ACTIVITIES			BIB.
SOURCE AND TITLE	Female	Male	Female/Male	Students	Teachers	Counselors	Administrators	Other: parents, women, librarians	Elementary	Jr. High	Sr. High	College+	Family Relations Home Ec.	Vocation/Ed.	Career Guid./Counsel	Legislation	Socioeconomic Bkgd.	Male/Female: Adolescent Expect.	Tests/Measurements	Teaching/Counseling Activities	Evaluating text-books, Language, etc.	Workshop activities	Bibliography Resources
Ellis Associates, Inc. Expanding Non-Traditional Opportunities in Vocational Education. (PO Box 466, College Park, Maryland 20740) 1977.	X				X	X	X							X		X	X	X					X
Emma Willard Task Force on Education. Sexism in Education. (Box No. 14229, Minneapolis, Minn. 55414) 1973.	X				X	X	X	X	X	X	X				X		X			X	X		X
Federbush, Marica. Let Them Aspire: A Plea and Proposal for Equality of Opportunity for Males and Females in the Ann Arbor Public Schools. (KNOW, Inc., Box 86031, Pittsburgh, PA 15221) 1971.	X				X	X	X	X	X	X	X		X	X	X						X		X
Feminists, Northwest. Planning for Free Lives. (Feminists Northwest. 5038 Nicklas Place, N.E. Seattle, WA 98105) 1976.	X				X	X	X	X	X	X	X		X	X	X		X			X	X		X
Froschl, Merle, Florence Howe and Sharon Kaylem. Women's Studies for Teachers and Administrators: A Packet of Inservice Education Materials. (The Feminist Press. Box 334, Old Westbury, N.Y. 11568) 1975.	X				X	X	X		X	X	X	X	X			X	X				X	X	X
Green, Kinsey Bass. Family Life Education: Focus on Student Involvement. (Home Economics Education Association. 1201 16 St., N.W. Washington, D.C. 20036) 1975.			X		X						X	X	X							X			X
Guttentag. M and Helen Bray. Undoing Sex Stereotypes: Research and Resources for Educators. (McGraw-Hill. N.Y.) 1976.			X		X	X	X	3	X	X	X	X	X				X	X	X	X	X	X		X
Illinois Teacher, Vol. XX, No. 4, March/April 1977. "Sex Roles and Home Economics." (Illinois Teacher. 351 Education Building, University of Illinois, Urbana, IL 61801)			X		X						X	X	X	X	X	X	X			X				X

3 = Report on field survey and intervention program for changing sex-role stereotyping in children in 3 different school systems.

SOURCE BOOKS, HANDBOOKS, WORKBOOKS	BIAS			AUDIENCE					EDUCATIONAL LEVEL				SUBJECT/CONTENT							ACTIVITIES			BIB.
SOURCE AND TITLE	Female	Male	Female/Male	Students	Teachers	Counselors	Administrators	Other: parents, women, librarians	Elementary	Jr. High	Sr. High	College+	Family Relations Home Ec.	Vocation/Ed.	Career Guid./Counsel	Legislation	Socioeconomic Bkgd.	Male/Female: Adolescent Expect.	Tests/Measurements	Teaching/Counseling Activities	Evaluating text-books, Language, etc.	Workshop activities	Bibliography Resources
Johnson, Laurie Olsen, Editor. Non-Sexist Curricular Materials for Elementary Schools. (The Feminist Press. Box 334, Old Westbury, N.Y. 11568) 1974.	X			X	X				X							X	X			X	X		X
National Education Association. Sex-Role Stereotyping Edu Pac. (The Academic Building, Saw Mill Rd., West Haven, CT 06516).			X	X	X	X	X	X	X	X	X				X		X			X	X		X
The National Foundation for the Improvement of Education. Biased Textbooks, Part I: Images of Males and Females in Elementary Textbooks in Five Subject Areas: Part II: What Can You Do About Biased Textbooks? (1156 15th St., N.W., Washington, D.C. 20005) 1974.			2		X		X	X	X	X	X										X		
The National Foundation for the Improvement of Education. Combatting Discrimination in the Schools: Legal Remedies and Guidelines. (Resource Center on Sex Roles in Education, 1156 15th St., N.W., Washington D.C. 20005) 1973.			2		X		X	X							X	X					X		X
The National Foundation for the Improvement of Education. Today's Changing Roles: An Approach to Non-Sexist Teaching. (Resource Center on Sex Roles in Education, 1156 15th St., N.W., Washington, D.C. 20005) 1974.			X		X				X	X	X		X				X			X	X		X
New Hampshire Department of Education. Four Awareness Sessions for Career Opportunities: Integrating Male and Female Roles--New Hampshire Guidelines, Summer 1977.			X		X	X					X			X	X							X	
New York State Education Dept. Reviewing Curriculum For Sexism. (Division of Curriculum Development, Albany, N.Y. 12234) 1975.			X		X	X	X		X	X	X										X		X
North Carolina Dept. of Public Instruction. Eliminating Sex Discrimination in Schools. (Resource and Information Center, State Dept. of Public Instructions, Raleigh, N.C.) 1975.			X		X	X	X		X	X	X			X	X	X			X		X		X

2 = Category does not apply

SOURCE BOOKS, HANDBOOKS, WORKBOOKS	BIAS			AUDIENCE					EDUCATIONAL LEVEL				SUBJECT/CONTENT								ACTIVITIES			BIB.
SOURCE AND TITLE	Female	Male	Female/Male	Students	Teachers	Counselors	Administrators	Other: parents, women, librarians	Elementary	Jr. High	Sr. High	College+	Family Relations Home Ec.	Vocation/Ed.	Career Guid./Counsel	Legislation	Socioeconomic Bkgd.	Male/Female: Adolescent Expect.	Tests/Measurements	Teaching/Counseling Activities	Evaluating text-books, Language, etc	Workshop activities	Bibliography Resources	
J.C. Penney, Co., Inc. Forum: New Perspectives on Changing Roles, Spring/Summer 1976. (J.C. Penney, Co., Inc. Educational Relations, 1301 Ave. of the Americas, N.Y. N.Y. 10019)			X	X	X					X	X		X			X	X			X				
Sargent, Alice G. Beyond Sex Roles. (West Publishing Co. New York, N.Y.) 1977.			X		X	X		X			X	X	X				X	X	X	X		X	X	
Stanford, Barbara and Gene Stanford. Roles and Relationships: A Practical Guide to Teaching About Masculinity and Femininity. (Bantam Books, Garden City, N.Y.) July 1976.			X		X						X	X	X	X	X		X	X		X			X	
Stebbins, Linda B., Nancy L. Ames, Ilana Rhodes. Sex Fairness in Career Guidance A Learning Kit. (Abt Publications. 55 Wheeler St., Cambridge, MA 02138) 1975.			X		X	X	X	X			X	X	X		X	X	X		X	X				X
Stern, Marjorie, Editor. Women in Education: Changing Sexist Practices in the Classroom. (American Federation of Teachers, AFL-CIO. 11 DuPont Circle, N.W. Washington, D.C. 20036)	X				X				X	X	X	X					X			X	X		X	
Steven, Clarice N. Reducing Sex-Role Stereotyping Through Career Education: Curriculum Guide and Bibliography. (Bristol Career Education Program. Bristol, CT 06010).	X				X					X	X	X	X	X	X					X	X		X	
Still, Kathy, Anne S. Courtney, Sharon Springsteen Free to Dream, A Study of Sex Role Stereotyping in Elementary Career Awareness Books. (National Organization for Women, Peoria Chapter. Education Task Force, 904 E. Nebraska, Peoria, IL 61603)1974	X				X	X		X	X						X					X	X		X	
Strom, Margot Stern and Iris Sue Feldmen. Sex-Role Stereotyping in the School: A Handbook for Teachers in the Public Schools of Brookline. (Superintendent, The Public Schools of Brookline, Brookline, MA) 1975.			X		X					X					X					X	X		X	
University of West Florida. Continuing Education for Women. (Continuing Education for Women, U. of W. Florida, Pensacola, Fla. 32504).	X							X				X		X	X								X	
Verheyden-Hilliard, Mary Ellen, A Handbook for Workshops on Sex Equality in Education. (American Personnel and Guidance Association. 1607 New Hampshire , N.W., Washington, D.C. 20009).			X		X	X	X			X	X	X		X	X	X			X				X	

AUDIO-VISUAL MATERIALS

This resource section includes lists of films and other audio-visual materials which have been evaluated according to the Rating Scale for A-V Materials found in the section on audio-visual materials. Only those films with a favorable or nearly favorable rating have been included. Since many materials were not available for previewing, the lists should not be considered comprehensive.

To describe the nature of the film, filmstrip, slide set or video-cassette, a descriptive rating for each of the following two categories is given.

Category 1

Female Biased	-Narrator, characters, focus of message, etc. are female-oriented more often than male-oriented.
Male Biased	-Narrator, characters, focus of message, etc. are male-oriented more often than female-oriented.
Balanced	-Both males and females are presented and/or referred to equally.

Category 2

Stereotyped	-Males and females stereotyped according to certain traits, abilities and interests.
Mixed	-Some males and some females portrayed as expanded (see below) and some males and some females as stereotyped (see above).
Expanded	-Both males and females portrayed unstereotyped in personality traits, intellectual abilities and interests in careers, community, recreation and family life.

The ideal rating, according to this criteria, is for A-V materials to be balanced and expanded. However, since such materials are not that prevalent, the teacher should consider using slightly biased, mixed or stereotyped films to show what bias and stereotyping is and how subtle it can be. The use of two films--one male-biased and one female-biased, for example--may also be effective. The content of the film and how the film might be used in class is summarized in one paragraph.

Vocational teachers representing various subject matter areas have been involved in every step of media evaluation undertaken for this source book. They have helped develop the terminology and rating scales, and rated most of the listed materials.

FILMS

AFTER THE FIRST
Teleketics, Franciscan Communications Center, 1229 S. Santee St., Los Angeles, CA 90015
Jr.-Sr. High
Male biased/Stereotyped

A boy hunts with his father for the first time. His father is excited when the boy kills his first rabbit, but the boy is upset by it. The film may be useful for a discussion of values and what happens when personal values conflict with parental or societal values.

AM I WIFE, MOTHER...OR ME?
Learning Corporation of America, 1350 Ave. of the Americas, N.Y., N.Y. 10019
30:38 Min.
Young-Older adults
Female biased/mixed

A wife-mother struggles to find her own identity. As the woman breaks out of her traditional role in the home to a more expanded role in the working world, her husband cannot accept her new identity. She eventually leaves her home. Should be followed by discussion of what other alternatives the couple had besides dissolving their marriage. Did he/she do the right thing?

ANATOMY OF A TEENAGE MARRIAGE
Coronet Instructional Media, 65 E. South Water St., Chicago, IL 60601.
10-12 Grade
Male biased/stereotyped

A teenage couple have a tense marriage that lacks communication. The woman suffers because of guilt about sex and a low self-opinion. Each partner feels rejected by the other until they begin to talk and realize that they are both responsible for the state of their marriage. Not recommended unless to show traditional role expectations and the problems they can create.

DOES ANYBODY NEED ME ANYMORE?
Learning Corporation of America, 1350 Ave. of the Americas, N.Y., N.Y. 10019
28:50 min.
11-12 Grade
Female biased/mixed

The film portrays the loneliness and despair of housewives after their children have left home. Roles are stereotyped in the film to show the negative effects of stereotyping and the need for change. Women share their feelings of discontent and begin to find jobs and go back to school. Their husbands do not encourage them but begin to accept the change. Needs to be followed by discussion of how these changes can benefit men's lives too, and what changes they might want to make.

THE EMERGING WOMAN
Film Images/Radion Films Inc., 1034 Lake St., Oak Park, IL 60301
40 min.
High school - adult
Female biased/expanded

The movie is a well-documented history of the women's movement in the United States. It shows what changes the women of the past have made and ends with an inspiration to continue to make changes. Needs a follow-up of more recent changes and the increasing opportunities that are available for both men and women today.

THE FABLE OF HE AND SHE
Learning Corporation of America, 4600 W. Diversey, Chicago, IL 60639
10:57 min.
5-12 Grade
Balanced/expanded

Film is a light, entertaining animation of the masculine handybars and the feminine mushamels who are separated from each other and have to expand their sex roles in order to survive. When the threat no longer exists, they continue to live according to their expanded roles. Creates an awareness of sex roles within the family and society.

FAMILY
Document Associates, 880 Third Ave., N.Y., N.Y. 10022
College or selected adult audiences
Balanced/expanded

Margaret Mead is interviewed concerning the future form of the family. Persons from commune and a triad (2 women, 1 man) are interviewed and shown in their family arrangements.

GETTING MARRIED
BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404
High school
Balanced/mixed

The film stresses the importance of knowing yourself and discussing marital expectations with a future spouse before marriage. Gives three basic marriage types and encourages choosing the one that is right for you.

GYM PERIOD
Teleketics, Franciscan Communications Center, 1229 S. Santee St., Los Angeles, CA 90015
High school
Male biased/stereotyped

A disturbing film about the pressures and effects of male stereotyping. A boy is encouraged by the teacher to climb a rope in order to live up to a stereotyped standard. The film ends with the boy falling from the top. Should be previewed by the teacher and used only when the teacher is sensitive to the topic and aware of the subtly negative factors.

THE HUMAN IMAGE: MASCULINITY AND FEMININITY
BFA Education Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, CA 90406
High school - adult

The film centers on a young married couple whose marriage will fail unless they can break away from their stereotyped images of marriage and form a realistic relationship with expanded roles. Since many of the characters in the film are stereotyped and speak out against expansion of roles, the teacher needs to be skillful in guiding discussion to be sure the students understand this is done for effect.

I ONLY WANT YOU TO BE HAPPY
CRM Educational Films, Del Riar, CA 92014
16 min.
High school
Female biased/mixed

The main characters are a sister who plans to marry, a sister going to medical school and a traditional mother. Mother and sisters argue over what they should do. Sister who marries may have a greater appeal.

MAKING IT IN THE WORLD OF WORK
Film Fair Communication, 10900 Ventura Blvd., P.O. Box 1728, Studio City, CA 91604
High school
Balanced/expanded

A series of young people work in various jobs that are nontraditional for their sex. They tell what they do, why they chose that work, and what they want out of life. They stress enjoying your work and doing a good job. The film is realistic and offers good advice for young people.

MARRIED LIVES TODAY
BFA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, CA 90406
High school
Balanced/expanded

Three married couples discuss their nontraditional marriages. Needs further development in class if used.

MASCULINE OR FEMININE: YOUR ROLE IN SOCIETY
Coronet Instructional Media, 65 E. South Water St., Chicago, IL 60601
19 min.
High school
Male biased/expanded

The focus of the film is on females in expanded occupations, but it also contrasts males in violent sports to males who are sensitive to other things. The teacher must have an awareness of sex roles in order to discuss.

MEN'S LIVES
New Day Films, P.O. Box 315, Franklin Lakes, N.J. 07417
45 min.
9th Grade - adult
Male biased/mixed

The film uses interviews with children and men who discuss what it means to be a man. An excellent presentation which reveals a range of values and expectations. Uses famous movie and and television film clips and advertisements to demonstrate societal versions of the ideal male. Also discusses the impact of society's economic structure on men's lives. Thought-provoking and highly recommended.

NOBODY IMPORTANT
Teleketics, Franciscan Communications Center, 1229 S. Santee St., Los Angeles, CA 90015
High school
Balanced/mixed

The film shows a realistic family situation in which a lack of interpersonal communication and concern for others leads to family problems.

OTHER WOMEN, OTHER WORK
Churchill Films, 662 No. Robertson Blvd., Los Angeles, CA 90069
20 min.
Jr.-Sr. high
Female biased/expanded

The film portrays women enjoying their work in traditionally male professions. Gives awareness of additional options available for women who work. Could be included in a unit on careers.

PARENTING: GROWING UP WITH CHILDREN
Film Fair Communications, 10900 Ventura Blvd., P.O. Box 1728, Studio City, CA 91604
High school
Balanced/expanded

By examining four different but successful parenting situations, the film shows the variety of ways that parenting can be approached. Could lead to a discussion of decision making based on alternatives.

A PLACE FOR AUNT LOIS
Wombat Productions, Inc., Little Lake, Glendale Rd., P.O. Box 70, Ossining, N.Y. 10562
17 min.
Junior high
Female biased/expanded

A woman who has just separated from her husband has to adjust to her new independence. Her niece tries to find her a new husband so she can be happy again and have children, until she realizes her aunt is a nice person anyway and may be happy even if she is not married. Could be used for discussion of how stereotyped the people in the film are, and whether Aunt Lois can be happy on her own or not.

ROLL OVER
Herstory Films, Inc., 137 E. 13th St., N.Y., N.Y. 10003
10 min.
High school
Female biased/expanded

Film has a heavy emphasis on women working in expanded occupational roles. Could be used to illustrate different points of view.

SEX ROLE DEVELOPMENT
CRM Educational Films, Del Mar, CA 92014
23 min.
High school
Balanced/expanded

The film gives examples of stereotyping and follows each with a psychologist's comments about research findings. The film then shows a couple with expanded roles and the Pacific Oaks School in Pasadena, California where the staff uses the androgynous approach.

WATERWHEEL VILLAGE
Fair Communications, 10900 Ventura Blvd., P.O. Box 1728, Studio City, CA 91604
Jr.-Sr. high
Balanced/expanded

Two boys discover a miniature village on a stream. They are impressed until they discover it was constructed by a girl. The film may create questions and open the minds of students.

WE DO! WE DO!
Teleketics, Franciscan Communications Center., 1229 S. Santee St., Los Angeles, CA 90015
Film 11 min.
High school
Stereotyped/balanced

The film is a satire on the stereotyped roles in marriage but it may have a negative impact on understanding marriage. The film does not deal with alternatives or ways a couple can avoid these problems. Would be difficult to bring out the subtleties.

A WHOLE NEW BALL GAME
BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404
Film
5-8 Grade
Male biased/expanded

Joanne and Martha play tackle football with several boys until Martha's father tells them that girls cannot play football because it is too rough. Then the boys see Joanne differently and want to kiss her. Should discuss roles and conflicts in society with students before viewing film.

WHEN I GROW UP
Motorola Teleprograms Inc., 4825 N. Scott St., Suite 23, Schiller Park, IL 60176
18 min.
Sr. high-adult
Balanced/mixed

A series of vignettes demonstrates how stereotyping creeps into teachers, counselors, and administrators' behaviors and then shows positive ways school personnel can help youngsters have expanded role expectations. Especially recommended for preservice and in-service. professionals.

WOMAN POWER: A WOMAN'S PLACE IS
United Nations, Radio and Visual Service, N.Y., N.Y. 10017, Sterling Educational Films, distributors
28 min.
Balanced/expanded

A sociological study of a Swedish town and how it overcame rigid stereotyping in a steel mill. The mill made working hours flexible in order to open jobs for women which also freed men to take up greater responsibility in the home. The film showed changes in the schools, in industry, in employment, and in the social lives of these people. Highly recommended.

OTHER AUDIO VISUAL MATERIALS

AMERICAN MAN: TRADITION AND CHANGE
Butterick Publishing, 161 6th Ave., N.Y., N.Y. 10013
Filmstrips & audio cassettes
High school
Male biased/expanded (Balanced when used with American Woman)

Shows how men have traditionally been trained to repress emotion, suffer in silence and not ask for help, and how these unfair expectations are slowly changing. Discusses how men and women have reversed roles in some cases and how women's liberation may mean men's liberation.

AMERICAN WOMAN: NEW OPPORTUNITIES
Butterick Publishing, 161 6th Ave., N.Y., N.Y. 10013
Filmstrips & audio cassettes
High school
Female biased/expanded (Balanced when used with American Man)

Gives the history of women and how their roles have changed. Geared toward helping girls understand their choices in today's society.

ARE YOU LISTENING series--COUPLES WHO ARE SHARING RESPONSIBILITIES
Martha Stuart Communications, Inc., 66 Bank St., N.Y., N.Y. 10014
Videocassette--29 min.
Young-older adults
Expanded/balanced

Shows couples who are in the process of restructuring their marriages through mutual respect.

CINDERELLA IS DEAD
National Education Association, Publications Order Dept., The Academic Bldg., Saw Mill Rd., West Haven, CT. 06516
Filmstrip and record
8th grade-adult
Female biased/expanded

Presents basic labor statistics and facts regarding women in the labor force, demonstrating how 9/10ths of all girls will work some time during their lives, many out of economic necessity. Ends with a discussion of the legislation and institutional changes which have been implemented to reduce sex discrimination.

FOOD FOR THOUGHT: AN INQUIRY APPROACH TO HUMAN LIBERATION
Mind Media, 1 King's Highway, Westport, CT. 06880
Filmstrip, audio cassette, 6 transparencies
Jr.-Sr. high
Balanced/expanded

Gives the history of how sex roles developed and shows differences that exist in cultures around the world. Discusses how technological and social changes help women expand their roles, and how marriages and families are changing as a result. Portrays women who are satisfied with the traditional woman's role along with both men and women who enjoy parenting. Includes a complete teacher's guide.

A GIRL LIKE ME, A BOY LIKE ME
Miller-Brody Productsion, Inc., 342 Madison Ave., N.Y., N.Y. 10017
2 filmstrips & audio cassettes
Elementary school
Balanced/expanded - when used together

A series of drawings narrated by children that depict both a boy and a girl doing the things they want to do rather than what may be expected of them because of their sex. A clever way of initiating discussion with children of what sex stereotyping is and how it affects them. Includes a complete guideline of how the set may be used in the classroom.

I'M GLAD I'M A SHE, I'M GLAD I'M A HE
North Caroline Dept. of Public Instruction, Rm. 352, Education Bldg, Raleigh, NC 27611
Filmstrip & audio cassette
Jr.-Sr. high
Balanced/expanded

Demonstrates how both men and women are damaged by restricted sex roles, and how they should be free to be themselves without being limited by sex roles.

IMAGES OF MALES AND FEMALES IN ELEMENTARY SCHOOL TEXTBOOKS
The Feminist Press, Box 334, Old Westbury, N.Y. 11568
3 carousels & 1 audio cassette
Jr.-Sr. high
Balanced/expanded, but slightly feminist because it focuses more on females in expanded roles at end.

Analyzes sex bias and stereotypes as seen in the pictures and language of social studies, science and math textbooks at the elementary level. Goes on to show how females can be seen in expanded roles, but it neglects to show males in nontraditional roles. Except for this flaw, the set is excellent.

ISSUES IN SEXUAL BEHAVIOR - HOMOSEXUALITY
Harper & Row, Media, 10 E. 53rd St., N.Y., N.Y. 10022
Filmstrip
High school
Balanced/expanded

Gives examples of homosexual relations, professional comments by doctors and lawyers, and causal theories of homosexuality. Should be used with value clarification techniques and small group discussion to help promote understanding of homosexuality.

ISSUES IN SEXUAL BEHAVIOR - PROSTITUTION
Harper & Row, Media, 10 E. 53rd St., N.Y., N.Y. 10022
Filmstrip
High school
Balanced/expanded

Provides examples of male and female prostitutes, the causes and effects of prostitution, and the way various societies view prostitution. Prior to seeing the film, students should be prepared to discuss social norms and the consequences of deviating from them.

ISSUES IN SEXUAL BEHAVIOR--RAPE
Harper & Row, Media, 10 E. 53rd St., N.Y., N.Y. 10022
Filmstrip
High school
Balanced/expanded

Includes interviews with rapists, victims, lawyers, psychologists, and law enforcement agencies. Presents various views concerning rape. May be a good beginning for discussion. Additional information is needed.

MALE AND FEMALE ROLES
Coronet Instructional Media, 65 E. South Water St., Chicago, ILL 60601
6 filmstrips & 6 audio cassettes
High school
Balanced/expanded

Shows that stereotypes still exist even though society has changed and many people have overcome them. Demonstrates how stereotypes can be damaging to both males and females, and that those choosing careers should consider all their options without regard to the former limitations of sex.

MALE/FEMALE: CHANGING LIFESTYLES
Educational Audio-Visual, Inc., Pleasantville, N.Y. 10570
4 filmstrips & audio cassettes
High school-older adults
Female biased/stereotyped

Discusses the history of women's roles. Needs further discussion of the changes that are being made for both men and women. Parts of film may be used to initiate discussion.

MAN AND WOMAN: MYTHS AND STEREOTYPES
The Center for Humanities, Inc., 2 Holland Ave., White Plains, N.Y. 10603
Slide carousel & audio cassette & record, each for Parts I and II
High school
Balanced/mixed

Excerpts of movies, cartoons, poetry, and portraits are shown that have perpetuated stereotypes throughout history. Tells that we have to break out of these confining roles in order to become individuals and have meaningful relationships with others. Could be used as an introduction to how advertising and other media have created stereotypes, and what we can do to overcome them.

MARRIAGE AND THE FAMILY
3 M - Minnesota Mining & Manufacturing Co., St. Paul, MINN. 55101
Transparencies
Jr. high
Balanced/expanded

Has good ideas for discussion of married life. Shows both husband and wife sharing the responsibilities of a home. Includes some stereotyping; the father is shown either at a desk or on a construction site, and mother is either on an assembly line or a teacher. Teacher may expand this with discussion.

MASCULINITY AND FEMININITY
Guidance Associates, 757 3rd Ave., N.Y., N.Y. 10017
2 filmstrips & 2 audio cassettes
11-12 grade
Balanced/expanded

Directed to the education of the general public on sex stereotyping.

PARENTING: FATHERS, MOTHERS, AND OTHERS
J.C. Penney, Co., Inc., 1301 Ave. of the Americas, N.Y., N.Y. 100019
Filmstrips & notebook with suggestions for using them.
Jr. Sr. high
Balanced/expanded

A well done unit on "What is a Parent?" "What is a Child?" and "What is Parenting?" show what parents can be, what children need, and the ways relationships between them can be enhanced by improved communication.

THE RE-EDUCATION OF WOMEN AND MEN: CREATING NEW RELATIONSHIPS
The Center for Humanities, Inc., 2 Holland Ave., White Plains, N.Y. 10603
Slide carousel & audio cassette or record, each for Parts I & II
High school
Balanced/expanded

Focuses on learned sex roles and how they can be overcome so that they are not limiting. Designed for classroom use by being interspersed with value clarification questions so that students may examine their own sex-role awareness.

SEX STEREOTYPING - PARTS I AND II
National Education Association, Publications Order Dept., the Academic Bldg., Saw Mill Rd., Wes West Haven, CT 06516
Filmstrip & record
8th grade - adult
Balanced/expanded

Explains that ascribed sex traits and sex stereotypes do not reflect today's reality. Shows how stereotypes are perpetuated via the school and its personnel, by parents and other institutions. Ends with what you can do to combat sex stereotyping. An easy-to-follow filmstrip.

WOMEN:
Prentice-Hall Media, Inc., 150 White Plains Rd, Tarrytown, N.Y. 10591
10 filmstrips & cassettes-4 units
High school
Female biased/expanded
Subjects I Struggle for their Bodies, Struggle for their Minds, Health and Reproduction
II In Business, In Professions and Politics, Breaking Job Traditions
III On their Own, At Home and in the Community
IV Women Talk About Change, Men Talk About Change

Gives a complete history of women and the advances they have made in their expansion of roles. Shows both women happy in their work and other women happy with the traditional roles. Emphasizes that further changes are needed. Unit IV finally mentions men and the new opportunities th t are being provided for them. Unit IV could be used alone; the other units need to be paral eled with a discussion of men.

WOMEN AT WORK: CHOICE AND CHALLENGE
Guidance Associates, 757 3rd Ave., N.Y., N.Y. 10017
2 filmstrips & 2 tapes
Female biased/expanded

Gives a history of women's role in the work force in Part I. Shows women who are holding jobs that have traditionally been male in Part II. Needs parallel discussion of men.

YOU/ME/WE: MAKING MARRIAGE WORK
Guidance Associates, 757 3rd Ave., N.Y., N.Y. 10017
2 filmstrips & 2 cassettes
Sr. high
Balanced/expanded

Gives a positive view of marriage and what it means to a variety of people. Includes interviews with four different couples. Shows the marriage styles they found successful and the importance of each individual couple working out what is right for them.

GOVERNMENT AND OTHER ORGANIZATIONS CONCERNED ABOUT SEX BIAS

Materials from the following organizations provide a wealth of information on various topics dealing with sex discrimination, stereotyping and bias. Neither the list nor annotated information should be considered comprehensive. Some of the organizations deal mainly with sex discrimination and stereotyping in education while others have a broader base of interest.

ABT PUBLICATIONS
55 Wheeler St.
Cambridge, Mass. 02138

Kit for career guidance with resource lists.

AD-HOC COMMITTEE FOR WOMEN AND GIRLS IN EDUCATION K-12
3409 S.W. Trenton St.
Seattle, Wash. 98126

Information on eliminating sexism in public schools.

ADVOCATES FOR WOMEN
654 Market St.
San Francisco, CA 94104

An organization working on credit discrimination & helping women start their own businesses.

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION (AAHPER)
1201 16th St., N.W.
Washington, D.C. 20036

Information on women in sports.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
Sex Equality in Education
1801 N. Moore St.
Arlington, VA 22209

A handbook series for the school administrator.

AMERICAN COUNCIL ON EDUCATION
One Dupont Circle, N.W.
Washington, D.C. 20036

Booklet on careers and sex roles.

AMERICAN FEDERATION OF TEACHERS
Women's Rights Committee
1012 14th St., N.W.
Washington, D.C. 20005

Pamphlets and educational classroom materials.

AMERICAN HOME ECONOMICS ASSOCIATION
2010 Massachusetts Ave., N.W.
Washington, D.C. 20036

Journal and other publications.

ANN ARBOR PUBLIC SCHOOLS
c/o Marica Federbush
2000 Anderson Ct.
Ann Arbor, Mich. 48104

Project on eliminating sexism in schools.

ASIAN WOMEN'S CENTER
722 S. Oxford Ave.
Los Angeles, CA 90005

The needs of Asian women.

THE ASSOCIATION OF AMERICAN UNIVERSITY WOMEN
2401 Virginia Ave., N.W.
Washington, D.C. 20037

Women's studies course materials and guides for developing units/courses on sex bias, bibliographies.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Ave., N.W.
Washington, D.C. 20016

Information on helping children overcome sex-role stereotyping.

BLACK WOMEN ORGANIZED FOR ACTION
P.O. Box 5072
San Francisco, CA 94115

Newsletter.

BLACK WOMEN'S EMPLOYMENT PROJECT
NAACP Legal Defense & Education Fund, Inc.
10 Columbus Circle
New York, N.Y. 10019

Research & educational materials.

BLACK WOMEN'S INSTITUTE
National Council of Negro Women
1346 Connecticut Ave., N.W.
Washington, D.C. 20036

Education, research, and service programs.

BROOKLINE PUBLIC SCHOOLS
Jackie Clement,
Asst. Superintendent for Curriculum & Instruction
Brookline, Mass. 02146

Information on sex stereotyping in the school.

BUSINESS & PROFESSIONAL WOMEN'S FOUNDATION
2012 Massachusetts Ave., N.W.
Washington, D.C. 20036

Bibliographies and descriptions of books, reports on women and women in management; bimonthly newsletter.

CENTER FOR THE AMERICAN WOMEN IN POLITICS
Eagleton Institute of Politics
Rutgers University
New Brunswick, N.J. 08903

Research materials, model education programs & other information.

CENTER FOR HUMAN RESOURCES
University of Houston
College of Business Administration
Cullen Blvd.
Houston, TX 77004

Materials on equality in vocational education, & project report on Equal Vocational Education.

CENTER FOR VOCATIONAL TECHNICAL EDUCATION
The Ohio State University
Columbus, Ohio

Materials on girls' preparation for careers.

CENTER FOR WOMEN POLICY STUDIES
2000 P Street, N.W.
Suite 508
Washington, D.C. 20036

Project reports.

CHANGE FOR CHILDREN
2588 Mission St. #226
San Francisco, CA 94110

Information stressing the elimination of sex/race stereotyping in preschool through elementary classrooms. Photos of people at work.

CHICANA SERVICE ACTION CENTER
5340 E. Olympic Blvd.
Los Angeles, CA 90022

SAC Newsletter.

CITIZEN'S ADVISORY COUNCILS ON THE STATUS OF WOMEN
1249 National Press Bldg.
Washington, D.C. 20004

Booklet on assessing sex discrimination in public schools. Addresses of local councils.

COMMITTEE TO STUDY SEX DISCRIMINATION
c/o Jo Jacobs
832 Garland Ave.
Kalamazoo, Mich. 49008

Recommendations to reduce sex/race stereotyping in school.

CONCILIO MUJERES
2588 Mission St.
Room 201
San Francisco, CA 94110

Information and resources on Spanish-speaking women.

CONNECTICUT PUBLIC INTEREST RESEARCH GROUP
P.O. Box 1571
Hartford, CT 01601

Booklet on sex bias in elementary school for parents & teachers.

DEPARTMENT OF MATHEMATICS
University of California
Santa Barbara, CA 93106

Survey of women in the field of mathematics.

EDUCATION INFORMATION CENTER
North Carolina Department of Public Instruction
Room 352, Education Building
Raleigh, NC 27611

A-V materials and booklet regarding sex discrimination in schools.

EMMA WILLARD TASK FORCE ON EDUCATION
Box 14229
Minneapolis, Minn. 55414

Booklet on sexism in education.

EVERYWOMAN'S CENTER
Munson Hall
University of Massachusetts
Amherst, Mass. 01022

Review of educational materials, ideas for future projects.

FEMINIST RESOURCES FOR EQUAL EDUCATION
P.O. Box 185
Saxonville Station
Framingham, Mass. 01701

2 sets of 8 1/2 x 11" posters of women in nontraditional jobs.

HIGHLINE SCHOOL DISTRICT
L.L. Glennon
Project Equality
15675 Ambaum Blvd., S.W.
Seattle, WA 98166

Career education materials.

ILLINOIS TEACHER
351 Education Building
University of Illinois
Urbana, IL 61801

Journal for home economics teachers with some issues that deal with sexism, sex roles, family life, etc.

INTEGRATED EDUCATION ASSOCIATES
Northwestern University
2003 Sheridan Rd.
Evanston, Illinois 60201

Materials discussing sex bias in school leadership.

KALAMAZOO PUBLIC SCHOOLS
Instructional Media Department
1220 Howard St.
Kalamazoo, Mich. 49008

Reports and evaluation of some education materials.

KNOW
Box 68031
Pittsburg, PA 15221

Wide variety of booklets & reprints.

LEARN ME, INC.
642 Grand Ave.
St. Paul, Minn. 55105

Catalog of materials for teachers, parents, children; all screened for sex, race bias.

MEN'S CENTER
Jones Library
University of Massachusetts
Amherst, Mass. 01002

Anthology.

MEN'S RESOURCE CENTER
3520 S.E. Yamhill
Portland, Oregon 97214

Slide show rental, monthly paper Changing Men.

MIND OPENERS
P.O. Box 2948
Rockridge Station
Oakland, CA 94618

Twenty photos of people in expanded roles.

MINORITY WOMEN EMPLOYMENT PROGRAM
40 Marietta St., N.W.
Suite 808
Atlanta, Georgia 30303

Resource services - professional work & promotion for minority women.

MONITOR
Ms. Anita M. Miller, Executive Director
Institute for Studies in Equality
926 J St., Suite No. 1014
Sacramento, CA 95814

Mailing list.

MONROE COUNTY COOPERATIVE EXTENSION
Home Economics Division
249 Highland Ave.
Rochester, N.Y. 14620

Resources on sex-role stereotyping.

NATIONAL BLACK FEMINIST ORGANIZATION
285 Madison Ave.
Rm. 1720
New York, N.Y. 10017

Annotated reading list.

NATIONAL CHICANA INSTITUTE
P.O. Box 50155
Dallas, TX 75250

Information on several Chicana groups.

NATIONAL COUNCIL ON FAMILY RELATIONS
1219 University Ave., S.E.
Minneapolis, Minn. 55414

Annotated bibliography of sources in family life field, reprint on teacher education for family life & sex education courses. Also publishes Journal of Marriage & The Family & The Family Coordinator.

NATIONAL COUNCIL FOR SOCIAL STUDIES
1201 16th St., N.W.
Washington, D.C.

Women in history texts.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
111 Kenyon Rd.
Urbana, IL 61801

Guidelines for nonsexist language useage.

NATIONAL EDUCATION ASSOCIATION/RESOURCE CENTER ON SEX ROLES IN EDUCATION
1201 16th St., N.W.
Washington, D.C. 20036

Publishes Research Action Notes: write to be put on mailing list. Also papers, HEW reports, reprints, guidelines for Title IX complaints, brochures of print and A-V materials, resource lists.

NATIONAL INSTITUTE OF EDUCATION
Education & Work Group
1200 19th St., N.W.
Washington, D.C. 20208

Papers with bibliographies, information on sex bias in testing.

NATIONAL ORGANIZATION FOR WOMEN
National Office
Suite 1001
425 13th St., N.W.
Washington, D.C. 20004

Write for available materials and address of local chapter.

NEBRASKA COMMISSION ON THE STATUS OF WOMEN
Ms. Jean O'Hara, Executive Director
P.O. Box 94985
301 Centennial Mall South
Lincoln, Nebraska 68509

Information on sex fairness in career education.

NEW MEXICO COMMISSION ON THE STATUS OF WOMEN
Suite 811
Casa del Sol
600 Second St., N.W.
Alberquerque, NM 87102

Mailing list.

NEW YORK STATE EDUCATION DEPARTMENT
Division of Curriculum Development
Albany, N.Y. 12234

How to review classroom materials for sex stereotyping.

NOW LEGAL DEFENSE & EDUCATION FUND
9 West 57th St.
New York, N.Y. 10019

Litigation, research and other information.

OFFICE FOR CIVIL RIGHTS
U.S. Dept. of HEW
Washington, D.C. 20201

Write for list of available materials and address of local office.

PEER, PROJECT ON EQUAL EDUCATION RIGHTS
NOW Legal Defense & Education Fund
1029 Vermont Ave., N.W.
Suite 800
Washington, D.C. 20005

Information on enforcement of Title IX, vocational preparation materials.

PENNSYLVANIA DEPARTMENT OF EDUCATION
Jeanne Boydston
Deputy Secretary's Office
Box 911
Harrisburg, PA 17126

Guide to eliminating sexism in schools, listing of other publications.

PEORIA CHAPTER EDUCATION TASK FORCE, NOW
904 E. Nebraska St.
Peoria, IL 61603

Booklet on sex stereotyping in elementary school career awareness materials.

PROJECT ON SEX EQUALITY IN GUIDANCE OPPORTUNITIES
American Personnel & Guidance Association
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

Information on sex equality in education and workshops.

PROJECT ON THE STATUS & EDUCATION OF WOMEN
Association of American Colleges
1818 R St., N.W.
Washington, D.C. 20009

Research surveys on women's issues, bibliographies.

RACISM & SEXISM RESOURCE CENTER FOR EDUCATORS
1841 Broadway
New York, N.Y. 10023

Resource services.

SCIENCE RESEARCH ASSOCIATES
Dept. of Communications
259 E. Erie St.
Chicago, IL 60611

Newsletter series on sex stereotyping.

U.S. COMMISSION ON CIVIL RIGHTS
1121 Vermont Ave., N.W.
Room 410
Washington, D.C. 20425

Civil Rights Digest published quarterly. Spring 1974 issue devoted to women--a multi-cultural approach, contains resource list.

UNITED STATES SUBCOMMITTEE ON ELEMENTARY, SECONDARY AND VOCATIONAL EDUCATION
U.S. House of Representatives
Rayburn Bldg.
Washington, D.C. 20515

Information on sex discrimination in vocational education

UNITED STATES SUPERINTENDENT OF DOCUMENTS
U.S. Government Printing Office
Washington, D.C. 20402

Fact sheets and booklets regarding labor force, Title IX, equal employment. Write for listing.

UNITED STATES WOMEN'S BUREAU
Employment Standards Administration
U.S. Dept. of Labor
Washington, D.C. 20210

Booklets on women in careers, labor force and trades.

UNION WAGE
P.O. Box 462
Berkeley, CA 94701

Bimonthly newsletter on women in trade unions, booklet on how working women have organized from 1824 to today.

WEAL WASHINGTON REPORT
Women's Equity Action League
733 15th St., N.W.
Suite 200
Washington, D.C. 20005

Subscription.

WEEA PROJECT, UNIVERSITY OF VERMONT
Attn: Martha Kent
Burlington, Vermont 05401

Media bibliography.

WOMEN ON WORDS AND IMAGES
P.O. Box 2163
Princeton, N.J. 08540

Analyses of T.V. shows, children's readers.

WOMEN'S ACTION ALLIANCE
370 Lexington Ave.
New York, N.Y. 10017

Booklet describing model preschool program, resource lists, photos of men in the nurturing role. Also publishes Women's Agenda.

WOMEN'S CRISES CENTER
P.O. Box 413
Ann Arbor, Mich. 48106

Information on how to organize a women's center.

WOMEN'S EDUCATIONAL EQUITY
400 Maryland Ave., S.W.
Room 3121
Washington, D.C. 20202

Sample women's studies curriculum on women in cultural perspective.

WEAL WOMEN'S EQUITY ACTION LEAGUE
821 National Press Building
Washington, D.C. 20045

Booklets on some areas of sex discrimination in the school, kits on marriage.

WOMEN'S MEDIA ALLIANCE
155 E. 77th Street
New York, N.Y. 10021

Materials on sex bias in television, and how to set up a resource center.

WOMEN'S HISTORY RESEARCH CENTER, INC.
Library
2325 Oak St.
Berkeley, CA 94708

Distributes microfilmed & printed material on the women's movement.

WOMEN'S RIGHTS PROJECT
ACLU
22 East 40th St.
New York, N.Y. 10016

Employment guide for legal rights of women and other information on laws, lobbying, sex discrimination in athletics and phys. ed.

WOMEN'S TASK FORCE
1401 Walnut St.
Berkeley, CA 94709

Report on Berkeley unified school district, many teaching activities, value clarification exercises.

YMCA VOCATIONAL READINESS PROGRAM
YMCA of Los Angeles
1215 Lodi Place
Los Angeles, CA 90038

Small kit on marriage & careers for use with students.

ADDITIONAL BOOKS AND ARTICLES

Though not a comprehensive listing of the literature, the following references are provided for additional information on various topics. Though most items are written for professionals, some are written for or suitable for adolescents.

ADOLESCENTS

"Behind College Aspirations." Human Behavior, Feb. 1977, p. 35.

Below, H.I. "Life Styles and Roles of Women as Perceived by High School Girls." Illinois Teacher, 1973, 16, 4, p. 292.

Gersoni-Staun, D. Sexism and Youth. New York: R.R. Bowker Co., 1974.

Herman, M. Male-Female Achievement in Eight Learning Areas. Denver, Colorado: National Assessment of Educational Progress, 1976.

Lockheed, M.E. The Modification of Female Leadership Behavior in the Presence of Males, ETS, Princeton, New Jersey, Oct. 1976.

Ries, C.P. "Factors in Career Orientation of College Females." Illinois Teacher, 1977, 20, 4, p. 178.

Spence, J.T., Helmreich, R., Stapp, J. "Ratings of Self and Peers on Sex Role Attributes and Their Relation to Self-Esteem and Concepts of Masculinity and Femininity." Journal of Personality and Social Psychology, 1975, 32, 1, pp. 29-39.

CAREER EDUCATION

Birk, J.M., Tanney, M.F. "Career Exploration with High School Women." College Park, Maryland: University of Maryland, 1972.

Bristol Career Education Program. Reducing Sex-Role Stereotyping Through Career Education: Curriculum Guide and Bibliography. 985 Farmington Ave., Bristol, Connecticut.

Business and Professional Women's Foundation. Career Awareness Project. Washington, D.C.

California Commission on the Status of Women. When I Grow Up I'm Going to be Married. Sacramento, California.

Kimmel, M.S. "Education Influences on Career Opportunities for Women." Teacher Education Forum, 1974, 2, 13.

Komaski, Kenneth. Career Education Instructional Materials: A Compendium of Information. EPIE, 463 West St., New York, New York.

Ober, K., Kearins, K. Exploring Careers. Cambridge, Massachusetts: Abt Associates, Inc.

Schlossberg, N.K., Birk, J.M. Freeing Sex Roles for New Careers. Office of Women in Higher Education, American Council on Education, 1977.

Splaver, S., Non-Traditional Careers for Women. New York: Julian Messner, 1973.

U.S. Department of Labor, Bureau of Labor Statistics. Career Planning for High School Girls. Washington, D.C., 1973.

Vetter, Stockburger, Brose. Career Guidance Materials: Implications for Women's Career Development. Columbus, Ohio: Ohio State University, 1974, R & D Series 97 CVTE.

Vetter, L., Sethney, B. Planning Ahead for the World of Work. Columbus, Ohio: Ohio State University.

Women's Bureau. "Why Not Be..." Washington, D.C.

FOR AND ABOUT MALES

Balswick, J.O., Peek, C.W. "The Inexpressive Male: A Tragedy of American Society." Process In Relationship by Powers & Lees. New York: West Publishing Co., 1976, pp. 32-39.

Biller, H., Meredith, D. Father Power. Garden City, New York: Anchor Books, 1975.

Brenton, M. The American Male. New York: Fawcett Publications, Inc., 1966.

David, D.S., Brannon, R. Forty-Nine Percent Majority: The Male Sex Role. Reading, Massachusetts: Addison-Wesley Publishing Co., 1976.

Farrell, W. The Liberated Man. New York: Bantam Books, 1975.

Fasteau, M.F. The Male Machine. New York: McGraw Hill Book Co., 1974.

Fein, R.A. "Examining the Nature of Masculinity." Beyond Sex Roles by Sargent. New York: West Publishing Co., 1977, pp. 188-200.

Firestone, R., (ed.) Book of Men: Visions of the Male Experience. New York: Stonehill Publishing Co., 1976.

Marine, G. A Male Guide to Women's Liberation. New York: Holt, Rinehart & Winston, 1972.

Nichols, J. Men's Liberation: A New Definition of Masculinity. Baltimore, Maryland: Penguin Books, Inc., 1975.

Pleck, J.H. "The Male Sex Role: Definitions, Problems and Sources of Change." Journal of Social Issues, 1976, 32, 3.

Pleck, J.H., Sawyer, J. Men and Masculinity. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Pleck, J.H. "Resource Guide for the Study of Men." 319 Forest Court, Ann Arbor, Michigan.

Seigel, J. "My Male Liberation." Illinois Teacher, 1973, 16, 4, p. 271.

Steinmetz, S.K. "Male Liberation-- Destroying the Stereotypes." Process in Relationship by Powers & Lees. New York: West Publishing Co., 1976, pp. 40-52.

Townsend, R.C. "The Competitive Male as Loser." Beyond Sex Roles by Sargent. New York: West Publishing Co., 1977, pp. 228-242.

LANGUAGE, TEXTBOOKS AND MEDIA

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